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A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS: RACE, CULTURE AND INTERRACIAL GROUP PROCESSES. TECHNICAL REPORT.

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Negro and Caucasian secondary school counselors from the school districts of North Florida and South Georgia were given the opportunity to extend their knowledge of each other's race. The counselors were provided with actual experience, through interracial group processes, that enabled them to increase their skills in communicating with persons of other races. Through small group interaction, opportunities for individual self-exploration and self-understanding were provided. The program was designed to provide the participants with integrated practicum and academic experiences. Sociology studies, a practicum in interracial group processes, and basic encounter groups were part of the program. A post-evaluation workshop was held. Results seemed to be gratifying. Group spirit had been developed, with no regard to race. Task oriented groups studied the problems of desegregation. There was a high degree of participant interest. (PH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TECHNICAL REPORT

of

A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS: RACE, CULTURE AND INTERRACIAL GROUP PROCESSES

FLORIDA STATE UNIVERSITY

Conducted at

College of Education
Department of Counselor Education
Tallahassee, Florida

April 1, 1967 - March 31, 1968

Director
Dr. Joyce M. Chick

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TECHNICAL REPORT

Desegregation Training Institute
for Counselors

Title: A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS: RACE, CULTURE AND INTERRACIAL GROUP PROCESSES

Author: Joyce M. Chick, Ph.D., Associate Professor,
College of Education, Department of Guidance
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Contract Number: OEC-4-7-000256-3463. P.L. 88-352, Title IV,
Section 404, The Civil Rights Act of 1964.

Program Director: Joyce M. Chick

Imprint of Contractor: BOARD OF REGENTS
Florida State University
Tallahassee, Florida

The Project Reported Herein Was
Supported by a Contract from the U.S. Department
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Office of Education

Date Transmitted: March 25, 1968

ABSTRACT OF TECHNICAL REPORT

a. Identification:

Title: A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS: RACE, CULTURE AND INTERRACIAL GROUP PROCESSES.

Author: Joyce M. Chick, Ph.D., Associate Professor, Department of Guidance and Counseling, College of Education, Florida State University, Tallahassee, Florida 32306.

Contract Number: OEC-4-7-000256-3463. P.L. 88-352, Title IV, Section 404, The Civil Rights Act of 1964.

Program Director: Joyce M. Chick - 904-599-2192 or 2459.

Imprint of Contractor: BOARD OF REGENTS
Florida State University
Tallahassee, Florida

Date Transmitted: March 25, 1968

Dates: Pre-planning: April 1, 1967 - June 19, 1967
Institute Phase: June 19, 1967 - August 5, 1967
Post-Evaluation: August 5, 1967 - August 12, 1967
Post-Evaluation Institute Follow-up: December 11, 12, 13, 1967
Conclusion and Final Report: March 1, 1968

Participants: Thirty secondary school counselors, 15 Negro and 15 Caucasian, from the school districts of Florida and Georgia were selected to participate in the Institute.

Abstract:

State Distribution by Counties

Florida

Escambia - 2
Franklin - 1
Gadsden - 5
Holmes - 1
Jackson - 1

Leon - 11
Pinellas - 1
Polk - 2
Walton - 1
Washington - 1

Georgia

Camden - 1
Lowndes - 2
Thomas - 1

b. Purpose:

The objectives of the proposed institute were to enable 15 Negro and 15 Caucasian secondary school counselors from the school districts of North Florida and South Georgia to extend their knowledge of the Negro and Caucasian races in our culture with particular emphasis being given to the factors that have had significant bearing on the Negro race, such as racial isolation. A second objective was to provide the counselors with actual experiences through interracial group processes that would enable them to increase their skills in communicating with persons of other races. Equally important was to provide, through small group interaction, opportunities for individual self exploration and self-understanding of values and attitudes that would result in the personal and professional growth of the participants in interracial relationships. An endeavor was also made to help the counselors increase their practical knowledge of the educational and vocational opportunities open to youth so that they might be better prepared in their future counseling. Implicit in these objectives was the hope that such an institute might help to reorient counselors in removing the stereotyped mythical images of the American Negro and that the participants would return to communities and schools with increased skills in working across racial lines and with more effective group leadership in removing racial isolation.

c. Procedures:

The total program content of the institute was designed to provide the participants with integrated academic and practicum experiences. The academic areas of study included Sociology: Race and Culture, Practicum in Interracial Group Processes, and an Integrative Seminar. The Sociological case studies were developed by the institute participants through home, school and community studies and visitations. In addition, the course in Sociology: Race and Culture provided the participants with an academic basis for understanding the racial picture in America with an emphasis given to our own regional picture. Field trips were taken locally and participants in pairs (Negro and Caucasian) went out into the community and into homes of both races to learn more of community attitudes. The case studies and community visitations provided valuable opportunities for interracial contacts and they served as a basis for implementing discussion and theory in all academic areas.

The Practicum in Interracial Group Processes provided the participants with an academic basis of group techniques and ways in which groups can be set up and ways in which they can function. However, even more important were the experiences provided to increase communication skills across racial lines.

Basic Encounter Groups were so designed that they were evenly balanced between the races and each institute participant had three hours weekly in such a group. These groups were highly successful in helping participants to increase their understandings and skills in communicating across racial lines. They operated at what is commonly described as a "gut level of feeling," and attitudes, prejudices, biases and emotions were openly exchanged and examined and we feel understood and even changed through new insights.

The Institute follow-up (Post Evaluation Workshop) was held over a three day period. The workshop was structured so that the participants had time for general sharing sessions of their experiences back in their schools and communities. In addition, they were able to meet in the structure of their former schedule of Interracial Group Processes, Basic Personal Encounter Groups and in Sociology: Race and Culture. These sessions were used for sharing as well as a review, analysis and evaluation of progress and outcomes of the Institute experience.

d. Results and Conclusions:

The results of the Special Desegregation Training Institute for Counselors' were most gratifying. Few of the participants had experienced any relationships across racial lines other than school experiences of token desegregation. In the institute participants not only shared academic experiences and associations but experienced social interactions that lead to new kinds of human relationships and shared understandings and feelings. Every endeavor was made to create a non-threatening atmosphere for the participants. Out of this atmosphere came the freedom to look at old stereotypes with honesty, to examine in interracial groups deep seated feelings and emotions, and to increase communication skills across racial lines. Participants visited each other's homes and in community homes across racial lines, ate meals together and socialized throughout the institute. A group spirit was developed that reflected only human respect without regard to race.

The participants met continually in task oriented groups and studied many problems involving desegregation. Among the problems discussed were how to work more effectively to provide leadership for desegregation in their local communities and school; how to increase social participation across racial lines in the communities; how to bring community citizens at all educational levels to the "round table" in mixed racial groups to increase understanding and mutual respect among people and how to counsel with Negro and Caucasian youth in the schools to raise their motivational levels and to help them grow in their understandings of human relationships.

Through the twice weekly Integrative Seminars participants were able to explore a variety of topics on desegregation. Team teaching, outside local townspeople, local university personnel and students from Florida State and Florida A and M and a number of films and video tapes provided the basis for interesting class discussions.

An extremely high degree of participant interest, esprit de corps and attendance were evidenced throughout the institute. Participant evaluations of the institute were excellent. Some of the participants had never before had more than a few words of communication across racial lines. It was a tremendously gratifying experience to observe the development of real human relationships that will carry over into their communities and into future attitudes and behavior.

More institute experiences of similar structure are badly needed in this area to return to the schools and communities trained personnel who can provide the leadership, organization and examplary behavior that will hasten the desegregation process. Counselors may occupy strategic positions in the schools and the communities to provide this leadership if they have been trained to do so. In many cases, this necessitates providing the training opportunities that will enable the counselors to gain new knowledge and insights and to re-examine their own personal value structures.

TECHNICAL REPORT

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TECHNICAL REPORT

FULL PROGRAM DESCRIPTION

I. Administrative Organization and Structure

A. Proposal and Contract Negotiations

A proposal to conduct a Special Desegregation Institute for Counselors on Race, Culture and Interracial Group Processes under Title IV, Section 404 of The Civil Rights Act of 1964, was submitted to the U.S. Department of Health, Education, and Welfare, Office of Education on November 28, 1966. Following notification that the Institute would be funded in the amount of $36,828 under Contract OEC-4-7-000256-3463 with Florida State University the Director of the Institute, Dr. Joyce M. Chick, attended a meeting at the University of Miami for all Institute Directors of Title IV projects. The pre-planning phase of the Institute began on April 1, 1967 and the Institute opened on June 19, 1967.

B. Administration of the Program

The Institute was organized and directed through the Department of Guidance and Counseling in the College of Education. During the pre-planning stage, the Director, a secretary and a graduate assistant, all one-half time, were involved in publicity of the Institute, correspondence, physical facility arrangements, selection of participants, preparatory visits to schools and communities and in other pre-planning administrative details.

During the Institute phase, the staff consisted of the Institute Director, one full-time and two half-time faculty, a full-time secretary and a half-time graduate assistant. Many local community personnel were contacted and gave freely and willingly of their time to the institute program. Weekly meetings were held by the Institute Director with all Institute staff and two Institute participant representatives. These meetings helped the staff to know how well the needs of the participants were being met and to plan special activities in the program.

C. Publicity

The Director of the Institute prepared a letter announcing the Institute program to all county superintendents, guidance directors and principals in northwest Florida, southeastern Georgia and Alabama. (Appendix A). In addition, telephone calls were made to some administrators in the above areas soliciting their interest in encouraging teams of counselors from the county areas to apply so that the return to the communities would be of greater impact. The Director also visited schools in the county areas in order to recruit more than one counselor from a given area.

Publicity was also carried in the local _Tallahassee Democrat_ newspaper and the _Florida State University Flambeau_. News releases were also given to major newspapers in the southeast, such as the Pensacola, Panama City newspapers and the _St. Petersburg Times_, _Jacksonville Times Union_ and _Miami Herald_. (Appendices B and C).

Individuals responding to the publicity of the institute were immediately sent application materials. (Appendices D, E, and F).

D. Selection of Participants

The criteria for the selection of participants included the following:

1. Three letters of recommendation which recognized the personal qualifications, emotional maturity, cooperative attitudes, and concern for personal and professional growth of the applicant.

2. Evidence from the applicant's principal or superintendent that the person was currently employed or would be employed for the 1967-68 school year in full-time counseling duties in an integrated school.

**3. Official transcripts of all undergraduate and graduate academic work completed by the applicant.

*4. An official record from the Educational Testing Service of the applicant's score on the aptitude portion of the Graduate Record Examination if the applicant wished to earn eight hours of approved Graduate credit.

5. A minimum foundation of 6 to 12 course hours in guidance and related fields, which was to include a basic course in Philosophy and/or Principles of Guidance.

Based on the above criteria, thirty secondary school counselors were selected to participate in the institute. (Appendix G). The group was comprised of sixteen Negro and fourteen Caucasian participants from the school districts of Florida and Georgia. The state distribution by counties was as follows:

Florida

Escambia - 2
Franklin - 1
Gadsden - 5
Holmes - 1
Jackson - 1
Leon - 11
Pinellas - 1
Polk - 2
Walton - 1
Washington - 1

Georgia

Camden - 1

Lowndes - 2

Thomas - 1

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*Required by the Graduate School of The Florida State University for all students admitted for graduate credit. Institute participants will have the option of receiving eight hours credit as a special student if they so desire.

**Required for admission to the University.

Each participant selected was sent a memorandum (Appendix H) which provided certain orientation information prior to the opening of the Institute. Each participant was also advised that they would be expected to attend a post-institute evaluation session approximately three months after the close of the summer program.

Participants were asked to complete an application form when applying for selection and once selected to complete the Participant Data Sheet (Appendix I) supplied by the Equal Educational Opportunities Office.

Every effort was made to select participants for the Institute who evidenced the potential to return increased leadership skills to their local schools and communities.

E. Regulations on Participant Attendance

The Institute was comprised of an eight-hour day, five-day week, for seven weeks. Participants were expected to attend each full day of the Institute calendar on a regular basis. Only emergency situations, such as personal illness or illness in the immediate family, were deemed excusable absences. Stipends were paid only for full class days attended.

F. Physical Facilities for the Institute

An air conditioned classroom in the College of Education, Department of Guidance and Counseling, was made available as a private room for the Institute. In addition, a new group processes laboratory was completed one week after the Institute opened. This facility was used extensively by the Institute Group Processes class and for Basic

Personal Encounter Groups. The group process room made available facilities for large groups to observe other groups in process, for video TV taping, and other types of recordings. All counseling laboratory facilities were also available to the participants.

All campus facilities were available for the participants. These included the main library with more than 600,000 catalogued volumes of books and periodicals and some 6,000 journal publications; the audio-visual center which serves the University's film needs; the student union; modern dormitories; and the University recreational camp. Institute participants were also invited to use facilities at the Florida State University Laboratory School and facilities at Florida A and M University.

G. Materials

Materials used in the Institute program were selected or developed by the Institute faculty prior to the opening of the Institute. These included lecture materials, resource books, films and other materials. (Appendices J, K, L, M, and N). The Race Relations Department at Fisk University provided valuable aid and cooperation in providing book, journal and film library resources for use in the Institute. Participants were asked to purchase two textbooks for class use. A reserve library of books and other materials was set up in the Institute classroom and a class librarian appointed. These materials were readily available to the participants for overnight or weekend check out and throughout each class day.

Two bulletin boards were set up in the classroom; one board carried administrative announcements, notes to participants, announcements of campus and community activities, etc; and the second board was for the participants who brought in many items of group interest.

H. Time Schedule

The pre-planning phase of the Institute was April 1, 1967 through June 19, 1967. The Institute opened on June 19, 1967 and concluded August 5, 1967. The period of August 5, 1967 through August 12, 1967 was utilized in closing details of the program. Considerable time was given to an analysis of institute evaluation forms, preparing the interim report and in some preparation for the post-evaluation session to be held in December. Materials were also put in order for the final report contained herein. (See Appendix O for Interim Report).

The final three day post evaluation session for the Institute participants was held December 11, 12 and 13, 1967 in the University Student Union. (Appendices P and Q).

The weekly calendar of Institute schedules and activities appears in Appendix R. Daily calendars were prepared for the first two days of activities and thereafter weekly calendars were given to participants.

I. Academic Credit for Participants

Eight semester hours of graduate academic credit was granted to those participants who successfully completed the institute and who were admitted to graduate standing. Participants were given an option on the type of academic credit they wished to receive in the institute. Students unable to meet the requirements for full admission to the graduate school, including a score of 900 or better on the Graduate Record Examination, were still able to use the Institute credits towards state certification and for recency of credit.

II. Program Operation

A. Objectives of the Institute

The objectives of the Institute were to enable 15 Negro and 15 Caucasian secondary school counselors from the school districts of North Florida and South Georgia to extend their knowledge of the Negro and Caucasian races in our culture with particular emphasis being given to the factors that have had significant bearing on the Negro race, such as racial isolation. A second objective was to provide the counselors with actual experiences through interracial group processes that would enable them to increase their skills in communicating with persons of other races. Equally important was to provide, through small group interaction, opportunities for individual self-exploration and self-understanding of values and attitudes that would result in the personal and professional growth of the participants in interracial relationships. An endeavor was also made to help the counselors increase their practical knowledge of the educational and vocational opportunities open to youth so that they would be better prepared in their future counseling. Implicit in these objectives was the hope that such an institute would help to reorient counselors in removing the stereotyped mythical images of the American Negro and that the participants would return to communities and schools with increased skills to work across racial lines and to offer more effective group leadership in removing racial isolation.

B. Procedures

1. Program Content

The total program content of the proposed institute was designed to provide the participants with integrated academic and practicum experiences. The academic areas of study included Sociology--Race and Culture, Practicum in Interracial Group Processes, and an Integrative Seminar. Sociological case studies were developed by the institute participants through home, school and community study and visitations. The case studies provided opportunities for interracial contacts and served as a basis for implementing discussion and theory in the three academic areas. (See Appendices S and T for lists of families contacted prior to the Institute opening who were willing to be interviewed by someone of a different race).

The course outline and other materials used in the Practicum in Interracial Group Processes appear in Appendices U, V, W, X, Y and Z. Appendix Z is an example of one type of project developed by one of the small groups in the Interracial Group Processes Practicum.

Attitudinal Groups (sometimes referred to as "Sensitivity Groups" or "Basic Encounter Groups") provided the participants with the opportunity for personal growth experiences. In these groups participants became more aware of their feelings, attitudes, prejudices, biases and emotions, thus gaining insight into their own interpersonal relationships and value structures. Many of the participants felt these groups contributed more to their increased understanding and growth than any other aspect of the Institute program. See Appendices Z_1 and Z_2 for an explanation of the content and structure of the Basic Personal Encounter Groups.

The *Integrative Seminar* was designed as an interdisciplinary experience and was held twice weekly with the total staff participating with the institute participants. A large number of films and outside local reserve personnel were utilized to stimulate discussion. An example of a seminar program was the visit by Dr. Charles Wellborn, University Chaplain who talked with the group on Integration in Southern Churches. Free periods of discussion followed each film or speaker. A major objective of the seminar was to focus on current social problems discussing implications for education. A high degree of participant exchange was evidenced in the seminars.

2. Methods of Instruction

A variety of instructional media were used in the Institute program. Basically these included lecturers; total group and small group discussions; field trips; films; community visitations into homes across racial lines; local resource personnel from community businesses, universities, and schools meeting with the Institute; small group interactions centered on a personal feeling basis; outside consultants; observation techniques; and programs involving youth of both races coming into the Institute.

3. Unique Features of the Program

The unique features of the Institute program are believed to have consisted of the following:

1. The special effort that was made to tie together the academic areas of the Institute with practicum experiences. Continuous efforts were made throughout the Institute for the participants to EXPERIENCE what they were learning in an interracial setting.
2. The Basic Personal Encounter Groups which offered a unique experience to many of the participants to understand and to be understood in a non-threatening atmosphere.
3. The building of the Sociological Case Studies in the community and in the schools where participants had first-hand contacts across interracial lines and which provided the participants with a common thread of experience that tied into the theory and discussions they were having in academic classrooms.
4. The community coming into the classrooms which included interracial group experiences with all types of people from the community.

4. Institute Faculty

The staffing pattern of the Institute included the following:

Director of the Institute: Dr. Joyce M. Chick - Directed the Institute and assumed the responsibility for the Integrative Seminar and one Attitudinal Group.

Professor of Sociology: Dr. C. U. Smith, Taught Sociology, Race and Culture and assisted with the Integrative Seminar.

Professor of Interracial Group Processes: Dr. Marie Ferguson, Taught Interracial Group Processes, Conducted one Attitudinal Group and Assisted with the Integrative Seminar.

Professor: Basic Personal Encounter Groups: Dr. Harold F. Cottingham, Conducted two of the Basic Personal Encounter Groups.

Consultant: Mrs. Margaret Anderson, Counselor-Teacher, Clinton High School, Clinton, Tennessee. Author: Children of the South.

5. Consultants

Mrs. Margaret Anderson, Counselor and Teacher in Clinton High School, Clinton, Tennessee, served as a consultant in the Institute. Her work dealt with attitudes toward desegregation and the psychological, social and educational effects of desegregation in schools and communities. Mrs. Anderson is a graduate of Western Kentucky Teachers College and received her Masters degree from the University of Tennessee. She is the author of The Children of the South and a number of articles that have appeared in the New York Times Magazine over the past eight years. Her school in Tennessee was one of the first in the south to be desegregated. Mrs. Anderson's book was required reading for all participants. (Appendix Z_3).

Dr. Vivian Henderson, President of Clarks College, Atlanta, Georgia was also invited to serve as a consultant in the Institute. He was unable to attend on either of the alternate dates arranged with him.

Other consultants included local, state and community resource personnel.

C. Extra-Curricular Activities

Extra-curricular activities were deemed an important part of the Institute program to help meet the following objectives: 1. Increased social interaction across racial lines; an experience most participants had never known to any extent, 2. A unified esprit de corps among the group that would be lasting and 3. To develop a feeling in each participant so that he or she would want to stand up for what they had experienced once they returned to their communities.

The first activity planned, two days after the Institute opened, was a covered dish picnic supper at the University Camp for participants and their families. Group social activities involved swimming, volleyball and eating together. Some Caucasian children had never experienced seeing a Negro child swim or eat. The entire group rated this experience as most valuable.

Throughout the Institute participants were free to lunch together in the University Union or where ever they chose. Many racial interactions occurred this way and on coffee breaks. Card clubs were formed by mixed groups and picnics developed throughout the summer. Coffees were given by the Director at the opening and closing of the Institute and the final planned activity was an all Institute banquet on the Florida A and M University campus. This activity, including all arrangements, was chaired by the participants.

A standing social committee elected by the Institute participants which included four of their members contributed a great deal to the organization of social extra-curricular activities. (Appendix Z_4).

III. Program Evaluation and Follow-up

A. General Program Evaluation

The Institute was continuously evaluated in weekly staff meetings with participant representatives present from the Institute. From the faculty and student staff meeting interactions, a constant effort was made to provide the participants with the types of experiences that would be most valuable to them.

B. Closing Program Evaluations

The final week of the Institute each professor entertained an oral evaluation and discussion with the participants. In addition, each participant participated in a final oral evaluation with only the director present. Essentially the same comments were made when participants were asked to complete the written evaluation form appearing in Appendix Z_5.

Since the Participant Evaluation Form used was an open-ended type of rating, with the exception of page 11, general summaries were made for each question and these appear on the evaluation form, Appendix Z_5. A total tabulation of responses for page 11, also appears in Appendix Z_5.

C. Post-Institute Follow-up Workshop

A three day post institute evaluation workshop session was held in the University Union on the Florida State University campus December 11, 12 and 13, 1967. Participants and their principals received letters requesting their attendance (Appendices P and Q) and prior to the close of the summer program, the Director had involved all participants in planning the program for the follow-up session. This experience was estimated as a very valuable part of the total Institute experience and only the illness of two participants made less than a 100 percent attendance.

The workshop was structured to allow the participants time for general sharing sessions of their experiences back in their respective schools and communities. In addition, Basic Personal Encounter Groups reconvened, as did the Group Process Groups, in their former membership structures. Time was devoted to problem solving sessions concerning situations participants had experienced back home and to a review and analysis of their own personal growth and experiences as a result of the Institute.

It seems most significant to note one major consensus of feeling coming from participants in the post evaluation session. Namely that the participants felt that as a result of their institute experiences they were ready to move and move far more quickly toward full integration in their schools and communities than were their home town associates. Their comments were: "We're different now - but people at home are the same, this is frustrating." Secondly, the majority now seemed to feel that the Institute experience had taught them to stand up and be counted for something. Seemingly before a number of participants had not fought integration, they simply remained uncommitted and quiet. Almost the entire group voiced the feeling that to see the Institute close and to know the post session was the finale was a sad experience for them for now they were beginning to really grow.

It was voted that the Director and two participants would continue to serve and send out a newsletter with news items from all participants twice yearly and that the total group would convene for breakfast at the Annual Association Meeting of the Florida Personnel and Guidance Association. (See Appendices Z_6 and Z_7 for the Post Evaluation Workshop Program).

D. Summary and Conclusions

The results of the total Institute program were most gratifying. Few of the participants had experienced any relationships across racial lines other than school experiences of token desegregation. In the Institute participants not only shared academic experiences and associations but experienced social interactions that lead to new kinds of human relationships and shared understandings and feelings. Every endeavor was made to create a non-threatening atmosphere for the participants. Out of this atmosphere came the freedom to look at old stereotypes with honesty, to examine in interracial groups deep seated feelings and emotions, and to increase communication skills across racial lines. Participants visited each other's homes and in community homes across racial lines, ate meals together and socialized throughout the Institute. A group spirit was developed that reflected only human respect without regard to race.

An extremely high degree of participant interest, esprit de corps and attendance were evidenced throughout the Institute. Participant evaluations of the Institute were excellent. Some of the participants had never before had more than a few words of communication across racial lines. It was a tremendously gratifying experience to observe the development of real human relationships that will carry over into their communities and into future attitudes and behavior.

More Institute experiences of similar structure are badly needed in this area to return to the schools and communities trained personnel who can provide the leadership, organization and exemplary behavior that will hasten the desegregation process. Counselors may occupy strategic positions in the schools and communities to provide this leadership if they have been trained to do so. In many cases, this necessitates providing the training opportunities that will enable the counselors to gain new knowledge and insights and to re-examine their own personal value structures.

APPENDICES

A

THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

SCHOOL OF EDUCATION

DEPARTMENT OF
GUIDANCE AND COUNSELING

May 4, 1967

:
:
:

Dear

The Department of Guidance and Counseling is pleased to announce that "A Special Desegregation Training Institute for Counselors," will be held on the Florida State University campus this summer, June 19 through August 7, 1967 under the Provisions of Title IV, Section 404, of Public Law 88-352, The Civil Rights Act of 1964, Office of Equal Educational Opportunities.

We would be pleased to accept applications from any persons in your county school system who would be interested in attending the institute that would be qualified applicants for the program. Thirty participants will be selected, 15 Negro and 15 Caucasian from northwest Florida and southwest Georgia. It is hoped that two or more participants can be selected from each county area so that greater benefits will be derived by the counties and communities.

In order to be eligible for the institute, applicants will need to meet the following criteria: (1) provide evidence from the principal or superintendent of employment for the 1967-68 school year in fulltime counseling in an integrated school (2) provide transcripts of all previous undergraduate and graduate work completed to date showing a minimum foundation of 6 to 12 course hours in guidance and related fields to include a basic course in foundations or principles of guidance (3) submit an official record from ETS of the applicant's Graduate Record score if the applicant wishes to receive eight hours of graduate credit in the institute (900 or above), otherwise the credit received may be used for certificate renewal, etc., and (4) provide three letters of recommendation which recognize the personal qualifications of the applicant including emotional maturity, cooperative attitudes and the desire for continued personal and professional growth.

Participants in the institute will receive a stipend of $75.00 weekly plus travel reimbursement for one round trip by car to and from the institute. A three day post-evaluation workshop will be held for the participants on this campus in December for which they will receive per diem and travel reimbursement.

Applications for the institute may be obtained by writing to:

Dr. Joyce M. Chick, Director
Desegregation Training Institute for Counselors
Department of Guidance and Counseling
311 Education
Florida State University
Tallahassee, Florida 32306

Your interest and cooperation in publicizing this institute program to counselors in your school system will be appreciated.

Sincerely yours,

Joyce M. Chick
Assistant Professor

JMC:oh

B

Tallahassee Democrat: 5-7-67

On Desegregation B

Special Training Institute Slated

A contract of $38,477 has been received by Florida State University for a special desegregation training institute for school counselors June 19-Aug. 7.

Dr. Joyce M. Chick, the director, said 30 participants will be selected from Northwest Florida and Southwest Georgia. Participants must be in counseling duties in integrated schools. They will receive weekly stipends of $75.

The institute, which will take up subjects of race, culture and inter-racial group processes, will be sponsored by the FSU Department of Guidance and Counseling, in which Miss Chick is an assistant professor. The contract is with the U. S. Office of Education, Equal Educational Opportunities Program, under Title IV, Civil Rights Act of 1964.

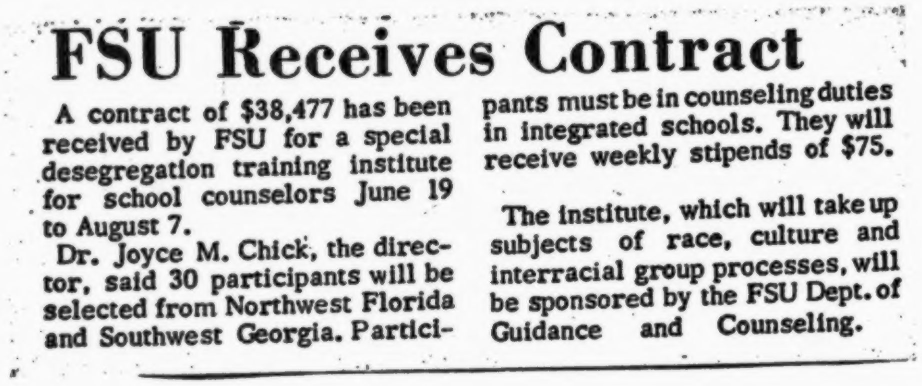
Dr. Joyce M. Chick
... to direct institute

Faculty participating in the institute include Dr. C. U. Smith, head, Department of Sociology, Florida A & M University; Dr. Marie Ferguson, University of Illinois, Chicago Circle; and Dr. Harold F. Cottingham, head, Department of Guidance and Counseling, FSU.

The Tallahassee Democrat

May 7, 1967

C



FSU Receives Contract

A contract of $38,477 has been received by FSU for a special desegregation training institute for school counselors June 19 to August 7.

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The Florida State University Flambeau

May 11, 1967

D

SPECIAL DESEGREGATION TRAINING
INSTITUTE FOR COUNSELORS

MEMORANDUM

To: The applicant

From: Joyce M. Chick, Director

Attached is the application form which you have requested for the Special Desegregation Institute for Counselors. Please complete each item on the form and return it at your earliest convenience.

In addition, please have forwarded to us:

1. Three letters of recommendation regarding your personal qualifications, such as emotional maturity, cooperative attitudes and your desire for personal and professional growth.
2. The enclosed form to be signed by your principal or superintendent as evidence of your employment for the 1967-68 school year in counseling duties in an integrated school.
3. An official record from Educational Test Service of your score on the Graduate Record Examination if you wish to earn 8 hours of approved graduate credit.
4. Official transcripts of all graduate and undergraduate work completed to date.

Your application cannot be considered complete until the above materials are on file with us.

Thank you for your cooperation.

E

EQUAL EDUCATIONAL OPPORTUNITIES PROGRAM

1967 Summer Institute Application Form

A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Department of Guidance and Counseling
College of Education Florida State University

1. Name of Applicant: ______________________________

2. Home Address: ______________________________
Street City State

3. Telephone Number: Home: ____________ Office: ____________

4. Age: ________ Sex: M F (Circle one) Race: ____________

Marital Status: ____________

5. Name and Location of school system in which you are employed: ____________

____

6. Was the school in which you worked during the past year desegregated? ________

Students? ____________ Faculty? ____________

7. Will the school to which you are assigned for 1967-68 be desegregated? ________

Students? ____________ Faculty? ____________

8. A. Present position: ____________ Length of time in position:

____________ (Elementary teacher, Secondary teacher, principal, supervisor, counselor, etc. If secondary teacher, give subjects taught.)

B. Will you be employed as a counselor for the coming 1967-68 school year?

________ What percentage of time? ________ In what school? ________

____

9. List all former teaching, administrative or counseling positions and the length of service in each: ______________________________

____

____

____

____

Page 2: Desegregation Institute Application:

10. Estimate the percentage of total enrollment in your school district that is represented by the minority group or groups:

( ) 75% ( ) 50% ( ) 33.3% ( ) 15% ( ) 10%

( ) Less than 10%

11. Give the number of schools in your system:____________________

Of this number, how many have:

a. Student desegregation only:____________________

b. Faculty desegregation only:____________________

c. Both student and faculty desegregation:____________________

d. Neither student nor faculty desegregation:____________________

12. Education Background:

a. B.A., B.S. (Circle one) Field:____________________

Institution awarding degree:____________________

b. M.A., M.S., M.Ed. (Circle one) Field:____________________

Institution awarding degree:____________________

c. Ph.D., Ed.D. (Circle one) Field:____________________

Institution awarding degree:____________________

d. Other (30 hours plus certificate or diploma) Field:____________________

Institution attended:____________________

13. How did you receive information about this Institute?

14. Why do you wish to attend this Institute?

Page 3: Desegregation Institute Application:

15. Have you in the past applied for admission to the Florida State University Graduate School? Yes______ No______. Were you accepted?____________________ To what department?____________________ Are you currently working on a graduate degree at FSU?____________________ In what department?____________________ What was your undergraduate grade point average?__________ On what scale: 3.0 or 4.0 (Circle one).

16. Have you taken the Graduate Record Examination? Yes______ No______. What were your scores? Verbal_______ Quantative_______ Total_______. If you have not taken the GRE do you plan to take it in the future?____________________ Do you wish graduate credit for the work taken in this institute? Yes__________ No_________.

17. Do you now have in progress a Master's degree program at some other institution? ______________ If so, where?____________________________________ In what field?____

18. How many hours of college credit have you completed to date in the field of guidance and counseling?____________. List below the courses that you have taken in guidance and related fields, such as test and measurement, psychology, et

Name of Institution	Course Title	Year Taken	Grade

Page 4: Desegregation Institute Application:

19. What are your professional plans for the future? Describe briefly:

20. Will you be accompanied by your wife, husband and/or children to the institute?

Yes______ No______ If not, will you desire dormitory living accommodations?

Yes______ No______.

21. State the name and title of your immediate supervisor, principal, or superintendent and give his address.

Please return to: Dr. Joyce M. Chick, Director
Desegregation Institute
Department of Guidance and Counseling
311 Education
Florida State University
Tallahassee, Florida 32306

F

FLORIDA STATE UNIVERSITY
College of Education
Department of Guidance and Counseling
Special Desegregation Training Institute for Counselors
OFFICE OF EQUAL EDUCATIONAL OPPORTUNITIES
1967 Summer Institute

Employer's Statement of Job Assignment

This form must be completed by the employer in the applicant's present school or in the school where he will be employed for the school year beginning in the Fall of 1967. This information must be submitted to the institute director before the applicant can be considered for admission to the institute. All replies will be kept confidential. Deadline for filing an application is June 1, 1967.

1. Name of Candidate____________________

   Present Title____________________

   School____________________

2. Candidate's present assignment includes the following responsibilities: (Indicate percentage of released time for: (1) Counseling and (2) other duties.)

3. Is this candidate under contract with your school system for the 1967-68 academic year? Yes_____ No_____ Or is it understood that he will be offered a contract for the 1967-68 academic year? Yes_____ No_____

4. Is your school integrated?____________________

5. Estimate the percentage of total enrollment in your school that is represented by the minority group or groups:

   ( ) 75% ( ) 50% ( ) 33.3% ( ) 15% ( ) 10% ( ) Less than 10%

6. In what ways will the candidate's assignment change next year if selected for participation in the Institute?

7. Please add any comment concerning the candidate's ability and desirability as a counselor which will be helpful in evaluating the application.

Signature of Employer______________________________ Date__________________

Title____

Address____

Please return to:
Dr. Joyce M. Chick, Director
Desegregation Training Institute
Department of Guidance and Counseling
311 Education
Florida State University
Tallahassee, Florida 32306

G

SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Participants

1. Mr. Norman L. Britt, Jr.
   Valdosta, Georgia

2. Mrs. Eva S. Butler
   Chattahoochee, Florida

3. Mrs. Zera P. Denson
   Bruce, Florida

4. Mrs. Helen T. Diamond
   Chattahoochee, Florida

5. Mrs. Dollie M. Franklin
   Tallahassee, Florida

6. Mr. Robert L. Green
   Tallahassee, Florida

7. Mrs. Charlotte B. Griffin
   Tallahassee, Florida

8. Mr. William J. Harding
   Thomasville, Georgia

9. Mr. John M. Heath
   Tallahassee, Florida

10. Mr. Ray A. Horne
    Vernon, Florida

11. Mr. George Iles
    Lake Wales, Florida

12. Mr. C. Norman Ingram
    Tallahassee, Florida

13. Mrs. Alice M. Jackson
    Quincy, Florida

14. Mrs. Marjorie H. Leavins
    Westville, Florida

15. Mrs. Katharine B. McDevitt
    Tallahassee, Florida

16. Mr. Fredrick T. Milton
    Tallahassee, Florida

17. Mrs. Ruth S. Mitchell
    Tallahassee, Florida

18. Mrs. Margaret K. Magharbel
    Tallahassee, Floride

19. Mr. H. Nick Nims
    Tallahassee, Florida

20. Mrs. Ruby M. Peeples
    Tallahassee, Florida

21. Mr. James L. Scarborough
    Woodbine, Georgia

22. Mr. John V. Sherlock
    Apalachicola, Florida

23. Mr. Elbert L. Sheppard
    Quincy, Florida

24. Mrs. Dorothy M. Smith
    Pensacola, Florida

25. Mrs. Marvalene B. Styles
    St. Petersburg, Florida

26. Mrs. Thelma B. Swilley
    Marianna, Florida

27. Mr. Jacob E. Till
    Quincy, Florida

28. Mrs. LaVerne R. Torrence
    Valdosta, Georgia

29. Mrs. Kaye F. Wilburn
    Pompano Beach, Florida

30. Mrs. Eva F. Woodman
    Pensacola, Florida

H

Special Desegregation Training Institute for Counselors

M E M O R A N D U M

To: Institute Participant

From: Joyce M. Chick
Institute Director

As the enclosed letter states you have been selected to participate in the Special Desegregation Training Institute for Counselors. Your acceptance is of course, pending the receipt of the enclosed application for Admission to the Graduate School of the Florida State University, and the $10 fee required of all applicants. In the event you have been previously admitted to the Graduate School you will find enclosed a readmission blank, which you should complete in place of the application for Admission to the Graduate School.

In addition we would like to remind you of the following things:

1. It would greatly benefit your participation in the Institute to reside in the Tallahassee area although this is not required. Locating housing other than that provided on campus will be the responsibility of each enrollee. All correspondence regarding Off-Campus housing should be directed to Off-Campus Housing, 113 Wildwood Drive, Tallahassee, Florida.

2. The Institute will begin officially on June 19 at 8:30 a.m. in Room 305 Education building. All enrollees are expected to arrive in ample time for this first meeting. A special schedule will be followed for the first day.

3. Registration will be June 19th in the Institute classroom, 305 Education. Enrollees should not write for registration materials. All forms and procedures will be completed as a group on the 19th.

4. Enrollees who have not yet taken the Graduate Record Examination should enroll to take the Aptitude portion of this test which will be given July 8, 1967 on the F.S.U. campus. Applications to take the examination must reach Educational Test Service, Princeton, New Jersey, no later than June 20. Application materials may be obtained by writing the Educational Test Service, Princeton, New Jersey.

5. We are planning for two stipend payments. The first payment will cover the first four weeks and will be paid on June 19th, the opening day of the Institute. The second payment will cover the last 3 weeks. In order to make the first stipend payment on the opening day of the Institute we must have your Social Security number.

6. In planning for Institute activities, enrollees should assume that a full day will be spent in the Institute program. Classes of formal lectures and instruction have been planned for the morning, while conference groups, integrative seminars and attitudinal group work are scheduled for the afternoons. On occasion, special meetings and social events are planned in addition to the regular schedule of academic work. Stipend payments can only be made for days attended.

7. Enrollees who wish to transfer credits earned in the Institute to other educational institutions must assume this responsibility personally. Negotiations would necessarily have to be with the Registrars and Graduate Schools involved. In many cases, it is wise to obtain the permission of the school to which you would wish to transfer the credits, as well as the permission of your graduate committee.

8. Students will be asked to purchase three or four textbooks after they arrive on campus. However, any enrollee wishing to bring their own reference books in group processes, race relations, and social change may find these helpful as home references. In addition, those enrollees who own a type-writer will wish to bring it with them to the Institute. All facilities of the F.S.U. library will be available to Institute enrollees.

Please return all completed forms to:

Dr. Joyce M. Chick
Desegregation Institute
Department of Guidance and Counseling
311 Education
Florida State University
Tallahassee, Florida 32306

I

EQUAL EDUCATIONAL OPPORTUNITIES PROGRAM

1967 SUMMER INSTITUTE PARTICIPANT DATA SHEET

1. Name and Location of EEOP Institute:

____

2. Name of participant: ______________________________

3. Age: __________ Sex: M F (circle one) Race: __________ Marital Status: _____

4. Home Address: ______________________________
Street City State

5. Name and location of school system where employed:

____

6. Was the school in which you worked during the past year desegregated?

Students ________________ Faculty ________________

7. Will the school to which you will be assigned for 1967-68 be desegregated?

Students ________________ Faculty ________________

8. Present position: ________________ Length of time in position ________________
(Elementary teacher, Secondary teacher, Principal, Supervisor, Counselor, Librarian, etc. If secondary teacher, give subject(s) taught.)

9. List all former teaching or administrative positions and length of service for each:

10. Educational Background (circle your degree):

a. B.S., B.A.; Field ________________ Institution ________________

b. M.A., M.S., M.Ed.; Field ________________ Institution ________________

c. Ph.D., Ed.D; Field ________________ Institution ________________

d. Other (30 hours plus certificate) Field ________________

Institution ________________

11. Size of school system in which you work:

    a. No. of schools__________________

    b. No. of teachers__________________

    c. No. of pupils__________________

12. Size of building in which you work:

    a. No. of teachers__________________

    b. No. of pupils__________________

13. Indicate whether you are employed as a:

    a. Full-time classroom teacher__________________

    b. Part-time classroom teacher__________________ Subject:__________________
    (1) Give amount of time spent at each school or with each grade:

    ____

    (2) Give amount of time spent teaching each subject:__________________

    ____

14. How did you receive information about this Institute?__________________

    ____

15. How were you selected as a participant for this Institute?

    A. Selected by school officials of system where employed (Identify officials and state their reason for selecting you):__________________

    ____

    ____

    B. Invited to participate by sponsoring Institution:__________________

    C. Applied for admission and was accepted:__________________

    D. Other (Describe method by which you were selected):__________________

    ____

    ____

16. What is the status of student desegregation in the school system where you are employed?

A. Completely desegregated (No all-white or all-Negro schools exist):

____

B. In process of student desegregation; now approximately:

(1) 75% desegregated______________________________

(2) 50% desegregated______________________________

(3) 33 1/3% desegregated____________________________

(4) 25% desegregated______________________________

(5) 10% desegregated______________________________

(6) Less than 10% desegregated__________________________

17. What is the status of faculty desegregation in the school system where you are employed?

A. Completely desegregated (Negroes and whites on all faculties in system).

____

B. Partially desegregated in de facto segregated schools (Negro teachers assigned mainly to predominantly Negro school with a few assigned to predominantly white schools):

____

C. Beginning desegregation:
(1) Limited number of white and Negro teachers assigned across racial lines:

____

(2) A few Negro teachers assigned to predominantly white schools:

____

(3) A few white teachers assigned to all or predominantly Negro schools:

____

18. What is the status of de facto segregation in your community:

a. ( ) very extensive c. ( ) fairly extensive e. ( ) very little

b. ( ) extensive d. ( ) not extensive

J

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Z 050 N 277	_Newsweek_ --"New Crisis: The Negro Family," _Newsweek_, August 9, 1965.
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Part II

Books

SOCIOLOGY--RACE AND CULTURE

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301.45 B565d 1964	Bettelheim, Bruno, and Janowitz, Morris. Social Change and Prejudice. New York: Free Press of Glencoe, 1964.
Z 917.5 D111w	Dabbs, James McBride. Who Speaks for the South? New York: Funk and Wagnalls, 1964.
325.73 H236r	Handlin, Oscar. Race and Nationality in American Life. Garden City, New York: Doubleday and Company, 1957.
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301.15 5127s	Saenger, Gerhart. The Social Psychology of Prejudice. New York: Harper and Brothers, 1953.
917.5 S 467s	Sellers, Charles Grier (ed.) The Southerner as American. Chapel Hill: University of North Carolina Press, 1960.
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361.4 6546g	Glanz, Edward C. *Groups in Guidance*. Boston: Allyn and Bacon, 1962.
370.72 W 555	Grambs, Jean D. *Understanding Intergroup Relations*. National Education Association, 1960.
615.851 G882p	Haas, Robert Bartlett (ed.). *Psychodrama and Sociodrama in American Education*. New York: Beacon Press, 1949.
301.152 L722w	Lifton, Walter M. *Working with Groups* (Second Edition) New York: John Wiley and Sons, Inc., 1966.
301.153 S 949r	Sullivan, Dorothea F. *Readings in Group Work*. New York: Association Press, 1952.
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INTEGRATED SEMINAR

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301.451 G 493n	Ginzberg, Eli, et.al. The Negro Potential. New York: Columbia University Press, 1956.
Temporary Card No. 141754	Proctor, Samuel D. The Young Negro in America, 1960-1980. New York: Association Press, 1966.
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Where Rights Drive Is Heading

Chicago Sun-Times
Monday, May 29, 1967

Sun-Times reporter Morton Kondracke has completed a nationwide tour, taking America's pulse on the racial issue. This article is the second of a series.

By Morton Kondracke

Every Thursday night, about 75 whites travel from college campuses and suburbs for dialog night at Operation Bootstrap in all-Negro South Central Los Angeles.

On a recent Thursday, the dialog began when someone asked: "What are we here for?"

A white co-ed answered: "To help you," and the night was off and running.

The girl was brutally told she would grow up to be a patronizing shrew.

A white man suggested an alternative answer: "Unity is the thing we need--we're down here to establish unity."

"DOWN here to establish unity?" a Negro stabbed back. "Baby, you ain't comin' down here once in your life--even every single week--to establish any UNITY. Anyway, how do you know WE want any part of unity with you?"

"Brotherhood" wasn't the answer. Nor was "understanding." Nor even "to learn what you think." No answer that a white suggested was the answer. Some hidden piece of racism was found in whatever came from Whitey's mouth.

A white who was not intimidated by the surroundings rebelled: "You Negroes think you know all the answers. You interpret everything in terms of race. All you can see is race. That's not the only thing that matters...."

"Isn't it, white boy? Isn't it? Could I move next door to you, white boy? Could I get a job where you work, with a nice white collar on? Could I?" a Negro demanded.

"White boy" is sneered, just like "nigger" --and that is the whole point of the evening: the shoe is on the other foot. White is black for a few hours, and black is white. Whitey leaves enraged, but he knows what it feels like to have his ideas judged by the color of his skin.

He also leaves knowing that the days of inter-racial clasping of hands and singing "We Shall Overcome" are over.

A coast-to-coast journey through urban ghettoes confirms the suspicion. For much of the civil rights movement, the slogan now is not "Freedom Now." It is: "Don't Tread on Me."

"The civil rights movement--the first phase of it," according to Floyd B. McKissick, national director of the Congress of Racial Equality, "is dead."

McKissick, who was originally lumped with Stokely Carmichael of the Student Nonviolent Co-ordinating Committee as an irresponsible troublemaker, is now gaining respect for a "black power" program he has termed "constructive militancy." It involves ghetto organizing for economic and political objectives.

In an interview in CORE's national headquarters on 135th St. in Harlem, McKissick reasoned that the first phase of the civil rights movement died "because the struggle of the past 10 years has not benefitted the black masses of this country."

"It was a struggle to secure the rights of 10 per cent of the Negro population, but it left the other 90 per cent behind."

Personnel and guidance workers have the unique professional responsibility of aiding the individual to grow increasingly in his concept of self so that he may emerge as an independent person able to exercise fully and responsibly his rights and enjoy his opportunities. The individual who achieves this completeness contributes to his own growth and to the growth of a democratic society. It is incumbent upon personnel and guidance workers to assume this responsibility.

Because of the personnel and guidance worker's commitment to the individual, to his profession, and to himself as a person; and because of his position of trust, his access to the facilities and other resources of the community, his knowledge of the working of the society, his skills in inter-personal relations--he is an apt instruments' in bringing together the opportunities of the society and the aspirations of its people.

APGA respects the rights of its members to act as private citizens, apart from their professional capacities in securing and safeguarding the rights and opportunities of individuals. When they do so, however, they assume personal responsibility for their actions.

At the same time APGA recognizes and accepts its responsibilities to its members to support them as they act, within their professional capacities, to carry out these policies.

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SPECIAL DESEGREGATION INSTITUTE FOR COUNSELORS

Reading List
Sociology:
RACE & CULTURE

	BOOKS
* Allport, Gordon	The Nature of Prejudice
Ashmore, Harry S.	An Epitaph for Dixie
Ashmore, Harry S.	The Negro and the Schools
Barron, Milton	People Who Intermarry
Benedict, Ruth	Race: Science and Politics
* Bontemps, Arna 323.26 B 722 e	One Hundred Years of Negro Freedom
* Brewton, Berry	Race and Ethnic Relations
Ginzberg, Eli	The Negro Potential
Glazer, Nathan and Davis McEntire	Studies in Housing and Minority Groups
* Goodman, Mary Ellen	Race Awareness in Young Children
Greenberg, Jack	Race Relations and American Law
Gregg, Richard B.	The Power of Non-Violence
Hays, Brooks	A Southern Moderate Speaks
Herskovits, M. J.	The Myth of the Negro Past
Hodding, Carter	The South Strikes Back
Johnson, Charles S.	Growing Up in the Black Belt
* Johnson, Charles S.	Patterns of Negro Segregation
Johnson, Charles S.	Into the Main Stream
* Kardiner, Abram and Lionel Ovesey	The Mark of Oppression
Katz, Irwin	Conflict and Harmony in an Adolescent Interracial Group
Kephart, William M.	Racial Factors and Urban Law Enforcement
Lee, Alfred M. and Norman Humphrey	Race Riot

* To be placed on reserve

Lewis, Hylan	Blackways of Kent
Lincoln, E. Eric 301.451	The Black Muslims in America
* Logan, Rayford W.	The Negro in American Life and Thought
Long, H. H. and C. S. Johnson	People vs. Property
Masuoka and Valien	Race Relations
McWilliams, Carey	Brothers Under the Skin
* Marden, Charles F. and Gladys Meyer 325.73	Minorities in American Society
Montagu, M. F. Ashley	Man's Most Dangerous Myth: The Fallacy of Race
Myrdal, Gunnar 325.26	The American Dilemma
Powdermaker, Hortense	After Freedom: A Cultural Study of the Deep South
Reddick, L. D.	Crusader Without Violence
* Rose, Arnold M.	Studies in the Reduction of Prejudice
Rose, Arnold M. and Caroline Rose	The Minority Problem
Smith, Lillian E.	Killers of the Dream
Taeuber, Karl E. and Alma E. Taeuber	Negroes in Cities
* Thorpe, Earl E. 325.26	The Mind of the Negro
Warren, Robert Penn	Who Speaks for the Negro?
Weaver, Robert	The Negro Ghetto
Williams, Robin 301.45	Strangers Next Door
* Williams, Robin	The Reduction of Intergroup Tensions
Woodward, C. Vann	The Strange Career of Jim Crow
Zanden, Vander J.	American Minority Relations

Baldwin, James	The Fire Next Time
Baldwin, James	Nobody Knows My Name
* Bennett, Lerone	Before the Mayflower
Bloom, B. S.	Compensatory Education for Cultural Deprivation
Boyle, Sarah P.	The Desegregated Heart
Burgess, M. Elaine	Negro Leadership In A Southern City
Centers, Richard	The Psychology of Social Classes
* Clark, Kenneth B.	Prejudice and Your Child
Clark, Kenneth B.	The Negro Protest
Conant, James Bryant	Slums and Suburbs
Conant, James Bryant	The American High School Today
Davis, Allison	Children of Bondage
* Davis, Allison	Social Class Influences Upon Learning
* Franklin, John Hope	From Slavery to Freedom
Frazier, E. Franklin	Black Bourgeoisie
* Frazier, E. Franklin	The Negro in the United States
King, Martin Luther, Jr.	Stride Toward Freedom
* Lomax, Louis	The Negro Revolt
* Passow, Harry A.	Education in Depressed Areas
* Pettigrew, Thomas F.	A Profile of the Negro American
Quarles, Benjamin	The Negro and the Civil War
Quarles, Benjamin	The Negro in the American Revolution
Riessman, Frank	The Culturally Deprived Child and His Education
Silverman, Charles E.	Crises In Black and White
Zander, James W.	Race Relations In Transition

ARTICLES

Anderson, Arnold C.	"Inequalities In Schooling in the South," *The American Journal of Sociology*, 60: 547-561, 1955.
Anderson, Margaret	"The Negro Child Asks, 'Why?'," *New York Times Magazine*, December 1, 1963, 32, 82.
Anderson, Margaret	"They are Ready, If We Are," *New York Times Magazine*, December 24, 1961, 5 ff.
Banks, W. S. M., II	"Rank Order of Sensitivity to Discrimination," *American Sociological Review*, 15:529-534, 1950.
Cole, Elizabeth R.	"Public Education and the Civil Rights Act of 1964," *Journal of Family Law*, Fall 1964.
Coleman, A. Lee	"Social Scientists' Predictions About Desegregation, 1950-1955," *Social Forces*, March, 1960.
Cothran, Tilman C.	"Negro Conceptions of White People," *American Journal of Sociology*, 56:458-467, 1951.
Deutsch, Martin	"Early Social Environment and Social Adaptation," *Teachers College Record*, May, 1965.
Dodson, Dan W.	"The Teacher and the Minority Group Child," *Phylon*, 2:141-145, 1949.
Fleming, Harold C.	"The Federal Executive and Civil Rights, 1960-1965," *Daedalus*, Fall, 1965.
Johnson, Guy B.	"Racial Integration in Southern Higher Education," *Social Forces*, 34:309-312, 1956.
Johnson, Guy B.	"A Sociologist Looks at Racial Desegregation in the South," *Social Forces*, 33:1-10, 1954.
Katz, Irwin	"Review of Evidence Relative to Effects of Desegregation on the Intellectual Performance of Negroes," *American Psychology*, June, 1964.

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Morland, Kenneth J.	"Racial Recognition by Nursery School Children in Lynchburg, Virginia," *Social Forces*, 37:132-37, December, 1958.
Morris, Mortimer	"Let's Integrate Our Teachers Too," *Phi Delta Kappan*, 39:361, June, 1958.
Nabrit, James M., Jr.	"Legal Inventions and the Desegregation Process," *The Annals*, 304:35-43, 1956.
Neprash, Jerry A.	"Minority Group Contacts and Social Distance," *Phylon*, 14, 207-212.
Puryear, P.	"Equity Power and the School Desegregation Cases," *Harvard Educational Review*, 33:421-438, Fall, 1963.
Smith, Charles U.	"Race Relations and the New Agenda for Higher Education," *Phi Delta Kappan*, May, 1965.
————————	*Sociological Inquiry*, special issue, "Analysis of Race Relations in Current Perspective," Winter, 1965.
Taeuber, Karl E.	"Residential Segregation," *Scientific American*, August, 1965.
Way, Herbert W.	"Desegregation -- It Works," *Phi Delta Kappan*, 45:382-387, May, 1964.
Wright, J. Skelly	"Public School Desegregation," *New York University Law Review*, April, 1965.

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INTERIM REPORT

Desegregation Training Institute
for Counselors

Under the Provision of Title IV, Section 404
of Public Law 88-352, The Civil Rights Act of 1964.

Title: A Special Desegregation Training Institute for Counselors: Race, Culture, and Interracial Group Processes.

Author: Joyce H. Chick, Ph.D, Associate Professor, Department of Guidance and Counseling, Florida State University. 904-599-2192.

Contract Number: OEC-4-7-000256-3463. P.L.88-352, Title IV, Section 404 The Civil Rights Act of 1964.

Name of Program Director: Joyce H. Chick, Ph.D., Associate Professor, Department of Guidance and Counseling, Florida State University, 904-599-2192.

Imprint of Contractor:
BOARD OF REGENTS
Florida State University

The Project Reported Herein Was
Supported by a Contract from the U.S. Department
of Health, Education and Welfare
Office of Education

Date Transmitted: October 15, 1967

Abstract:

A. Identification:

Title: A Special Desegregation Training Institute for Counselors: Race, Culture and Interracial Group Processes.

Author and Program Director: Joyce H. Chick, Ph.D., Associate Professor, Department of Guidance and Counseling, Florida State University, 904-599-2192.

Contract Number: OEC-4-7-000256-3463. P.L. 88-352, Title IV, Section 404 The Civil Rights Act of 1964.

Imprint of Contractor: Board of Regents, Florida State University
The Project Reported Herein was Supported by a Contract from the U.S. Department of Health, Education and Welfare, Office of Education.

Date Transmitted: October 15, 1967.

B. Dates:

Pre-planning Phase - April 1, 1967 - June 19, 1967
Institute Phase - June 19, 1967 - August 5, 1967
Post Institute Workshop and Follow-up - December 11, 12, 13, 1967
Conclusion of all Institute Phases and Report - March 31, 1968

C. Participants:

30 Secondary School Counselors, 15 Negro and 15 Caucasian from the school districts of Florida and Georgia.

County Distributions by States

Florida

Leon - 11
Escambia - 2
Gadsden - 5
Polk - 2
Jackson - 1
Franklin - 1
Pinellas - 1
Walton - 1
Holmes - 1
Washington - 1

Georgia

Camden - 1
Lowndes - 2
Thomas - 1

D. Objectives:

The objectives of the proposed institute were to enable 15 Negro and 15 Caucasian secondary school counselors from the school districts of North Florida and South Georgia to extend their knowledge of the Negro and Caucasian races in our culture with particular emphasis being given to the factors that have had significant bearing on the Negro race, such as racial isolation. A second objective was to provide the counselors with actual experiences through interracial group processes that would enable them to increase their skills in communicating with persons of other races. Equally important was to provide, through small group interaction, opportunities for individual self exploration and self-understanding of values and attitudes that would result in the personal and professional growth of the participants in interracial relationships. An endeavor was also made to help the counselors increase their practical knowledge of the educational and vocational opportunities open to youth so that they might be better prepared in their future counseling. Implicit in these objectives was the hope that such an institute might help to reorient counselors in removing the stereotyped mythical images of the American Negro and that the participants would return to communities and schools with increased skills in working accross racial lines and with more effective group leadership in removing racial isolation.

E. Procedures:

The total program content of the institute was designed to provide the participants with integrated academic and practicum experiences. The academic areas of study included Sociology: Race and Culture, Practicum in Interracial Group Processes, and an Integrative Seminar. The Sociological case studies were developed by the institute participants through home, school and community studies and visitations. In addition, the course in Sociology: Race and Culture provided the participants with an academic basis for understanding the racial picture in America with an emphasis given to our own regional picture. Field trips were taken locally and participants in pairs (Negro and Caucasian) went out into the community and into homes of both races to learn more of community attitudes. The case studies and community visitations provided valuable opportunities for interracial contacts and they served as a basis for implementing discussion and theory in all academic areas.

The Practicum in Interracial Group Processes provided the participants with an academic basis of group techniques and ways in which groups can be set up and ways in which they can function. However, even more important were the experiences provided to increase communication skills across racial lines.

Basic Encounter Groups were so designed that they were evenly balanced between the races and each institute participant had three hours weekly in such a group. These groups were highly successful in helping participants to increase their understandings and skills in communicating across racial lines. They operated at what is commonly discribed as a "gut level of feeling," and attitudes, prejudices, biases and emotions were openly exchanged and examined and we feel understood and even changed through new insights.

F. Results and Conclusions:

The results of the Special Desegregation Training Institute for Counselors' were most gratifying. Few of the participants had experienced any relationships across racial lines other than school experiences of token desegregation. In the institute participants not only shared academic experiences and associations but experienced social interactions that lead to new kinds of human relationships and shared understandings and feelings. Every endeavor was made to create a non-threatening atmosphere for the participants. Out of this atmosphere came the freedom to look at old stereotypes with honesty, to examine in interracial groups deep seated feelings and emotions, and to increase communication skills across racial lines. Participants visited each other's homes and in community homes across racial lines, ate meals together and socialized throughout the institute. A group spirit was developed that reflected only human respect without regard to race.

The participants met continually in task oriented groups and studied many problems involving desegregation. Among the problems discussed were how to work more effectively to provide leadership for desegregation in their local communities and school; how to increase social participation across racial lines in the communities; how to bring community citizens at all educational levels to the "round table" in mixed racial groups to increase understanding and mutual respect among people and how to counsel with Negro and Caucasian youth in the schools to raise their motivational levels and to help them grow in their understandings of human relationships.

Through the twice weekly Integrative Seminars participants were able to explore a variety of topics on desegregation. Team teaching, outside local townspeople, local university personnel and students from Florida State and Florida A and M and a number of films and video tapes provided the basis for interesting class discussions.

An extremely high degree of participant interest, esprit de corps and attendance were evidenced throughout the institute. Participant evaluations of the institute were excellent. Some of the participants had never before had more than a few words of communication across racial lines. It was a tremendously gratifying experience to observe the development of real human relationships that will carry over into their communities and into future attitudes and behavior.

The participants will return for a post-evaluation workshop in December and plans are now underway for this experience. All participants were involved in the preliminary planning stages for this workshop before their summer departure.

More institute experiences of similar structure are badly needed in this area to return to the schools and communities trained personnel who can provide the leadership, organization and exemplary behavior that will hasten the desegregation process. Counselors occupy strategic positions in the schools and the communities to provide this leadership if they have been trained to do so. In many cases, this necessitates providing the training opportunities that will enable the counselor to gain new knowledge and insights and to re-examine his own value structure.

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THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

SCHOOL OF EDUCATION
DEPARTMENT OF
GUIDANCE AND COUNSELING

November 9, 1967

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Dear

As a participant in the Special Desegregation Training Institute for Counselors, held at Florida State University last summer, you will recall that all participants agreed to return to the campus for a three day post evaluation workshop this fall.

The post evaluation workshop has now been scheduled for December 11, 12 and 13, 1967 and will be held in the College of Education at Florida State University. It is our sincere hope that you will be able to return to participate as we planned.

In the near future, a letter will be sent to your principal or other immediate superior explaining the purpose of the workshop and requesting that professional leave be given to you to attend the workshop. You will, of course, receive a stipend of $15.00 per day for each of the three days you are in attendance and some compensation for your travel. Prior to December 11 I will mail you a tentative program schedule for the workshop. It is anticipated that we will close no later than 3:00 p.m. on December 13th.

In order that we may make plans for the workshop - please complete the enclosed form and return it in the self-addressed stamped envelope at your earliest convenience.

I am really looking forward to seeing each of you and I know you will be anxious to see the other members of our group. I was so pleased with our work and our group last summer.

Sincerely yours,

Joyce M. Chick
Associate Professor

JMC:mg
Enclosure

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THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

SCHOOL OF EDUCATION

DEPARTMENT OF
GUIDANCE AND COUNSELING

November 15, 1967

Dear :

This letter comes in regard to who was selected as a participant in the Special Desegregation Training Institute for Counselors held at Florida State University last summer under Title IV of the Civil Rights Act of 1964.

The participants selected for the Institute agreed at the time of their acceptance into the program to return, with their administrators permission, to participate, December 11, 12 and 13, 1967 in a three day post-evaluation Institute workshop. The workshop will be held in the College of Education at Florida State University and participants will have their per diem and travel paid for them through Title IV funds.

During the summer Institute the group developed a high esprit de corps and worked exceedingly well together in exchanging ideas, planning and learning. I feel it is most important to the successful completion of the Institute and to each of the participants to be able to return for the closing evaluation workshop.

Your cooperation in granting a three day professional leave to complete the Institute will be greatly appreciated.

Sincerely yours,

Joyce M. Chick
Associate Professor

JMC:pb

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SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Calendar - First Day Activities
Monday - June 19, 1967

8:30 - 9:30	Welcome and Introduction of Staff - Dr. Joyce Chick
	Remarks: Dr. Harold F. Cottingham, Head Department of Guidance and Counseling
9:30 - 10:00	Welcome: Dr. Mode L. Stone, Dean College of Education
10:00 - 10:30	"Coffee Time"
10:30 - 11:00	Registration of Cars
11:00 - 12:00	Institute Payments and Textbooks - Mrs. Nancy Hindman
12:00 - 1:00	Lunch
1:00 - 1:30	Registration - Room 305
1:30 - 2:45	Mrs. Marie Williams - Secretary of Student Affairs
3:00 - 4:00	Campus Bus Tour

SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Calendar - Tuesday - June 20, 1967

8:30 - 9:30	Research Activities (Dr. Chick)
9:30 - 10:00	Coffee Break
10:00 - 11:00	Research Activities (Dr. Chick)
11:00 - 12:00	Orientation to Curriculum Pattern, etc. (Dr. Chick)
12:00 - 1:30	Lunch
1:30 - 3:00	Library Orientation and Tour (Mr. Bob Green)
3:00 - 3:30	Coffee Break
3:30 - 4:30	Orientation and other Activities (Dr. Chick)

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Calendar

WEEK I

Time	Monday June 19	Tuesday June 20	Wednesday June 21	Thursday June 22	Friday June 23
8:30 - 10:00	Special Calendar	Special Calendar	Sociology: Race and Culture Dr. C. U. Smith (Special Lecture)	Group Practicum Labs I -Rm 305 Standley II-Rm 309E Ferguson *	Sociology: Race and Culture Dr. C. U. Smith
10:00 - 10:30	Break	Break	Break	Break	Break
10:30 - 12:30			Practicum: Interracial Group Processes - Dr. Ferguson	Group Practicum Labs III-Rm 305 Ferguson IV-Rm 309E Standley *	Practicum: Interracial Group Processe Dr. Ferguson
12:30 - 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:00			Research Activities Dr. Chick	Integrative Seminar: Chick, Ferguson, Smith, and Standley	* Basic Personal Encounter Groups: I-Rm 309E Chick II-Rm 305 Cottingham III-Rm 304 Ferguson
3:00 - 3:30	Break	Break	4:00 Break	Break	Break
3:30 - 5:00	↓	↓	Institute Family-Faculty Picnic F.S.U. Reservation	Basic Personal Encounter Group: IV-Rm 309E Cottingham *	Institute Committee meetings (To be selected)
		7:30 - 9:30 Faculty meeting 309 Education	7:00		* When groups are not all meeting others may use the time for Group observations, Library study and community visitations

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

WEEK II

Calendar

Time	Monday June 26	Tuesday June 27	Wednesday June 28	Thursday June 29	Friday June 30
8:30 - 10:00	Sociology: Race and Culture C. U. Smith	Group Practicum Labs Ferguson (F) and Standley (S) 8:30 - 9:50 Group I (S) 8:30 - 9:50 II (F) 9:55 - 11:15 III (S) 9:55 - 11:15 IV (F) 11:15 - 12:35 V (F) (F) Room 309E (S) Room 305 **	Sociology: Race and Culture C. U. Smith	Group Practicum Labs Ferguson (F) and Standley (S) 8:30 - 9:50 Group I (S) 8:30 - 9:50 II (F) 9:55 - 11:15 III (S) 9:55 - 11:15 IV (F) 11:15 - 12:35 V (F) (F) Room 309E (S) Room 305 **	Sociology: Race and Culture C. U. Smith
10:00 - 10:30	Break		Break		Break
10:30 - 12:30 (12:35 on T-Th)	Practicum Inter-racial Group Processes Ferguson - Standley		Practicum Inter-racial Group Processes Ferguson - Standley		Practicum Inter-racial Group Processes Ferguson - Standley
12:30(5)- 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:00	Basic Personal Encounter Groups I Rm 309E - Chick II Rm 305 - Cottingham III Rm - Ferguson	Integrative Seminar Faculty	Group Practicum Ferguson and Standley (Make-up)	Integrative Seminar Film "Negro In the South" Discussant: Dr. Eugene Sherman Introduction: Mrs. Standley	Basic Personal Encounter Groups I Rm 309E - Chick II Rm 305 - Cottingha III Rm - Ferguson
3:00 - 3:30	Break	Break	Break	Break	Break
3:30 - 5:00	Individual Faculty - Student Conferences Case Study - Group Tasks - Library Research	Basic Personal Encounter Group IV - Cottingham Rm 309E *	↓ ↓	Basic Personal Encounter Group IV - Cottingham Rm 309E *	Sociology: Race and Culture C. U. Smith (Make-up) (July 3)
				* Groups not in session should use time for observation and library research	* Leckerman and Barefield

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

WEEK III

Calendar

Time	Monday July 3	Tuesday July 4	Wednesday July 5	Thursday July 6	Friday July 7
8:30 - 10:00	Special Calendar Arranged	Legal University Holiday	Sociology: Race and Culture C. U. Smith	Dr. Vivian Henderson President, Clark College, Atlanta, Georgia. "Race Relations in the South."	Sociology: Race and Culture C. U. Smith
10:00 - 10:30	Break	Break	Break	Break	Break
10:30 - 12:30 12:35 on T-Th			Practicum Inter-racial Group Processes Ferguson - Standley	Discussion - Question Period Dr. Henderson	Practicum Inter-racial Group Processes Ferguson - Standley
12:30 - 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:00			Group Practicum Labs Ferguson - Standley	Integrative Seminar Dr. Henderson and Faculty	Basic Personal Encounter Groups I Rm 309E Chick II Rm 307B Cottingham III Rm 307A Ferguson
3:00 - 3:30	Break	Break		Break	Break
3:30 - 5:00				Practicum Inter-racial Group Processes Ferguson - Standley	Basic Personal Encounter Groups IV Rm 309E Cottingham Leckerman - Barefield

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

WEEK IV

Calendar

Time	Monday July 10	Tuesday July 11	Wednesday July 12	Thursday July 13	Friday July 14
8:30 - 10:00	Sociology: Race and Culture C. U. Smith	Group Practicum Labs I, II, III, IV, V Ferguson and Standley	Sociology: Race and Culture C. U. Smith	Group Practicum Labs I, II, III, IV, V Ferguson and Standley	Sociology: Race and Culture C. U. Smith
10:00 - 10:30	Break		Break		Break
10:30 - 12:30	Practicum Interracial Group Processes Ferguson - Standley		Practicum Interracial Group Processes Ferguson - Standley		Practicum Interracial Group Processes Ferguson - Standley
12:30 - 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:00	Basic Personal Encounter Groups I Rm 309E Chick II Rm 307A Cottingham III Rm 307B Ferguson	Integrative Seminar Film "Walk In My Shoes" Discussant: Dr. Charles Wellborn FSU Dept. of Religion Intro. by Mrs. Standley	Field Trip (Bus) Dr. C. U. Smith Tallahassee - Socio-Economic Cultural Areas. Watermelon Cutting follows - A & M University	Integrative Seminar High School Student Panel - Moderator: Dr. Greg Phiffer Prof: Speech Intro: Mrs. Standley	Basic Personal Encounter Groups I 309E Chick II 307A Cottingham III 307B Ferguson
3:00 - 3:30	Break	Break		Break	Break
3:30 - 5:00	Faculty - Student Conferences Case Studies Task Groups Library Work	Basic Personal Encounter Group IV 309E Cottingham *		Basic Personal Encounter Group IV 309E Cottingham *	Institute Committee Meetings Faculty - Student Conferences
					* Leckerman - Barefiel

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

WEEK V

Calendar

Time	Monday July 17	Tuesday July 18	Wednesday July 19	Thursday July 20	Friday July 21
8:30 - 10:00	Mrs. Margaret Anderson, Counselor, Clinton Tennessee. Author of "Children of the South" *	Mrs. Anderson	Sociology: Race and Culture C. U. Smith	Group Practicum Labs (To be arranged) Ferguson and Standley	Sociology: Race and Culture C. U. Smith
10:00 - 10:30	Break	Break	Break	Break	Break
10:30 - 12:30	Class Discussion with Mrs. Anderson	Mrs. Anderson	Practicum: Interracial Group Processes Ferguson and Standley		Practicum: Interracial Group Processes Ferguson and Standley
12:30 - 1:30	Institute Participants Lunch with Mrs. Anderson**	Faculty Luncheon Lunch Mrs. Anderson	Lunch	Lunch	Lunch
1:30 - 3:00	Basic Personal Encounter Groups I 309E Chick II 307A Cottingham III 307B Ferguson	Integrative Seminar: Mrs. Anderson and Faculty	Group Practicum Labs (To be arranged) Ferguson and Standley	Integrative Seminar Institute Staff	Basic Personal Encounter Groups I 309E Chick II 307A Cottingham III 307B Ferguson
3:00 - 3:30	Break	Break	Break	Break	Break
3:30 - 5:00	Student - Faculty Conferences Task Groups Case Studies Library Research	Basic Personal Encounter Group IV 309E Cottingham		Basic Personal Encounter Group IV 309E Cottingham	Committee meetings Faculty Conferences Task Groups, etc.
7:30 - 9:30	Special Lecture Mrs. Margaret Anderson - Tallahasse Federal Bank (Auditorium)			** Those who desire to go to lunch with Mrs. Anderson may do so.	* Suggest that participants might want to become familiar with Mrs. Anderson's book.

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Calendar

WEEK VI

TIME	Monday July 24	Tuesday July 25	Wednesday July 26	Thursday July 27	Friday July 28
8:30 - 0:00	Sociology: Race and Culture C. U. Smith	Group Practicum Labs as Assigned Ferguson & Standley ↓ ↓	Sociology: Race and Culture C. U. Smith	Group Practicum Labs as Assigned Ferguson & Standley ↓ ↓	Sociology: Race and Culture C. U. Smith
0:00 - 0:15	BREAK	↓ ↓	BREAK	↓ ↓	BREAK
0:15 - 2:00	Practicum: Interracial Group Processes Ferguson & Standley	↓ ↓	Practicum: Interracial Group Processes Ferguson & Standley	↓ ↓	Practicum: Interracial Group Processes Ferguson & Standley
2:00 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 - 3:00	Basic Personal Encounter Groups I - Rm 309E Chick II Rm 307A Cottingham III Rm 307B Ferguson	Integrative Seminar Film: "The New Mood" Dr. Fred Standley, Discussant - Dept. English - FSU	Case Studies, Library Reading, Group Practicum work ↓	Integrative Seminar Institute Faculty	Basic Personal Encounter Groups I Rm 309E Chick II Rm 307A Cottingham III Rm 307B Ferguson
3:00 - 3:30	BREAK	BREAK	↓	BREAK	BREAK
3:30 - 5:00	Case studies, Conferences, Library, Group work	Basic Personal Encounter Group IV Cottingham Rm 309E	↓	Basic Personal Encounter Group IV Cottingham Rm 309E	Institute Committee meetings

DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

WEEK VII

Calendar

TIME	Monday July 31	Tuesday August 1	Wednesday August 2	Thursday August 3	Friday August 4
8:30 - 10:00	Sociology: Race and Culture Dr. C.U. Smith	Group Practicum Labs Ferguson - Standley	Final Examination Sociology: Race and Culture Dr. C. U. Smith	Research Activities Total Group	Final Evaluation Session Participants and Institute Staff
10:00 - 10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:30 - 12:30	Practicum: Interracial Group Processes		Practicum: Interracial Group Processes	Final Examination Interracial Group Processes	Institute Planning Session for December and Summary Comments - Dr. Chick
12:30 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 - 3:00	Basic Personal Encounter Groups I-309E Chick II-307A Cottingham III-307B Ferguson	Integrative Seminar Mr. Dan Cunningham and Attornies (TAP) Function - Scope of Technical Assistance Program	Research Activities: Mr. George Ralph	Integrative Seminar: Institute Staff	Institute Faculty Meeting and Evaluation Session
3:00 - 3:30	BREAK	BREAK		BREAK	BREAK
3:30 - 5:00	Mr. Rex Toothman Director, Southeastern Regional Lab "Research of Interest to Counselors"	Basic Personal Encounter Group IV Cottingham - 309E		Open - Preparation for Banquet	
7:30				Institute Banquet Florida A & M	

S

Negro - Mr. and Mrs. Floyd Kinghton
2902 Railroad

Negro - Mrs. Katie Burgess
1213 Russell

Negro - Mrs. Hilda Holden
2205 St. Marks Street

White - Mrs. Anna Belle Creamer
1209½ Lake Avenue

Negro - Mr. and Mrs. Elijah Sharp
505 Okaloosa

Negro - Mr. and Mrs. William Burney
612 Putnam

Negro - Mr. and Mrs. Robert Rollison
1325 Gaines

White - Mr. and Mrs. Raymond Sarius
3962-D Crawfordville

Negro - Mrs. Mary Wilson
1516 Stern Street

Negro - Mr. and Mrs. Arthur Hayes
1423 Seaboard Street

White - Mrs. Kathleen Padgett
133 N. Gadsden

White - Mrs. Annie MacDonald (Catos)
3025 S. Meridian

White - Mr. and Mrs. Ernest Wade
St. Rt., Box 68-H

White - Mr. and Mrs. Leo Roath
Box 26-A, Miccosukee

White - Mr. and Mrs. James Nipper
Rt. 5, Box 227

Negro - Mr. and Mrs. Willie Copeland
Rt. 5, Box 482

White - Mrs. Zilphia Clark
St. Rt., Box 89

White - Mr. and Mrs. Ralph Spoll
Rt. 6, Box 206 M-1

White - Mr. and Mrs. Rainey Allen
St. Rt., Box 83

White - Mr. and Mrs. Jasper Daniels
Rt. 7, Box 950

White - Mrs. Hattie Bivens
Rt. 7, Box 1263

Negro - Mr. and Mrs. Eli Walker
Rt. 3, Box 168

Negro - Mrs. Bennie Reed
2022 Keith Street

Negro - Mr. and Mrs. Cope Ransom
Rt. 2, Box 518

Families for Institute

1. Mr. and Mrs. L. Williams
3208 Wheatley Road
576-3742

2. Mr. and Mrs. Gregg Phifer
1584 Marion Avenue
222-3743

3. Mr. and Mrs. Lyndon Phifer
1505 Colonial Drive
222-3281

4. Mr. and Mrs. P. Hollis
Glynwood Drive
576-3715

5. Mr. and Mrs. Don Hodges
1833 Sharon Road
385-5064

6. Mr. and Mrs. W. Swain
228 Westridge Drive
224-1989

7. Mr. and Mrs. G. Hale
2409 Miranda
576-1097

8. Mr. and Mrs. Doug St. Angelo
1310 Parga
576-1753

9. Mr. and Mrs. Robert Short
2407 Miranda
576-1537

10. Mr. and Mrs. Lofton
1923 Keith Street
224-5240

11. Mr. and Mrs. C. K. Steele
224 N. Boulevard
222-0739

12. Mr. and Mrs. J. Hudson
712 Gamble
224-7275

13. Mr. and Mrs. D. Murphy
1314 W. Tharpe
385-2176

14. Mr. and Mrs. D. Brooks
2109 Owen Street
224-9778

15. Mr. and Mrs. D. Speed
801 Floral Street (Business)
601 Gore Avenue (Home)
576-3881

U

Counselor Training Institute on Desegregation

Florida State University

Dr. Marie Ferguson

Practicum on Interracial Group Processes
Tentative Course Outline
and Reading Assignments

Objectives of the course are to provide experiences through which participants will gain:

1. A working knowledge of the theoretical and applied aspects of Group Dynamics.
2. Skills in the use of Group Dynamics procedures.
3. Understanding of group interaction processes through personal involvement.
4. Personal growth through resolution of group problems.

Structure:

The class of 30 participants will meet three times a week in two hour sessions for seven weeks. The instructor will provide assignments in the two textbooks and other reference materials to facilitate the achievement of the first objective. The instructor will also provide suggestions for work projects and golas which will be relevant to the second objective. The conduct of the entire course will be an experiment in group process by which the third and fourth objectives will be fulfilled.

The class will subdivide itself into four subgroups of seven and eight members each for work projects. Each subgroup will meet twice a week, or as often as needed, to plan and carry out its specific skill task.

Evaluation:

Two aspects of evaluation are to be noted. First, an on-going and frequent evaluation of how the group is doing is basic to good group functioning to ascertain whether it is moving efficiently toward achieving its objectives, and whether its maintenance needs are being met. Second, there is the formal requirement by the University that the instructor submit evaluations for each participant in terms of graduate credit. Decisions on method of evaluation could be a group task. Conscientious attention to assignments and projects should relieve participants of anxiety about grades.

Procedure for Skill Tasks

First Week	Selection of subgroups Initial exploration of possible goals
Second Week	Selecting projects Goal-setting
Third to Fifth Weeks	Completing projects
Fifth to Sixth Weeks	Sharing with class
Seventh Week	Evaluating

Reference Materials

Textbooks:

Bonner: Group Dynamics, Principles and Applications

Thelen: Dynamics of Groups at Work

Supplementary References:

Beal, Bohlen, and Randabaugh: Leadership and Group Dynamics

Borgatta and Crowther: A Workbook for the Study of Social Interaction Processes

Cartwright and Zander: Group Dynamics, Research and Theory

Kemp: Perspectives on the Group Process

Supplementary References (Cont.)

Knowles: Introduction to Group Dynamics

Sherif: Intergroup Relations and Leadership

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Course Outline

I. Introduction to the Field of Group Dynamics

  A. History

  B. Orientations

  C. Delineations

  D. Constructs

  Assignment: Bonner, chs. 1 and 2; Cartwright and Zander, chs. 1 and 2; Knowles, ch. 1

II. Belonging to Groups (Aspects Related to Group Maintenance)

A. A Citizenship Group	Thelen, ch. 1
B. Personality Structure	Bonner, Ch. 13; Thelen, ch. 7
C. Group Cohesiveness	Bonner, ch. 3; Cartwright and Zander, ch. 3
D. Structural Properties of Groups	Cartwright and Zander, ch. 34
E. Intergroup Relations	Bonner, ch. 5 (Sup. Sherif, ch. 3)

III. Working in Groups (Aspects Related to Group Tasks)

A. Problem-Solving	Bonner, ch. 7; Cartwright and Zander, ch. 19; Thelen, chs. 8 and 9
B. Group Control	Thelen, ch. 10
C. Group Leadership	Bonner, ch. 6; Cartwright and Zander, ch. 25; Thelen, chs. 11 and 4 (Sup. Sherif, ch. 6)
D. Role Theory	Bonner, chs. 12 and 13; Borgatta, chs. 1 and 2
E. Group Techniques	Thelen, ch. 6; Beal et al., chs. 1-12

Course Outline (Cont.)

IV.	Application of Group Process	
	A. Education and Learning	Bonner, 4 and 8; Thelen, 2 and 3, (Sup. Kemp, 19)
	B. Counseling	Bonner, 9 (Sup. Kemp, 20-22)
	C. Training Groups	Thelen, 5
	D. Conflict Resolution	Thelen, ch. 12
V.	Evaluation	Beal et al., Part 3

SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Dr. Marie A. Ferguson
Practicum on Interracial Group Processes

Suggested Time Schedule for Readings and Group Presentations

Wednesday and Friday, June 21 and 23 - Introduction to the Field of Group Dynamics

Monday, Wednesday, and Friday, June 26, 28, and 30 - Belonging to Groups

Wednesday, Friday, and Monday, July 5, 7, and 10 - Working in Groups

Wednesday, July 12 - Midway Evaluation

Friday, Monday, and Wednesday, July 14, 17, and 19 - Application of Group Process

Friday, July 21 - Report of Lab Group No. ______

Monday, July 24 - Report of Lab Group No. ______

Wednesday, July 26 - Report of Lab Group No. ______

Friday, July 28 - Report of Lab Group No. ______

Monday, July 31 - Report of Lab Group No. ______

Wednesday, August 2 - Recapitulation

Friday, August 4 - Evaluation

W

Ideas for Application of Group Processes

Lab 2

1. Talk groups to discuss student problems.

2. Special interest groups related to such problems as speech, behavior, and economic security, orientation for 16 year olds.

3. In-service training to develop skills needed for effective participation in case conferences.

4. Role-playing as a technique of dealing with student behavior problems.

5. Use of buzz groups to promote greater participation in faculty meetings.

Lab 3

1. To facilitate an understanding between the races, we propose experimentation with small groups of racially mixed students within newly desegregated schools.

2. To arrive at a keener awareness and identification with problems of class differences, we suggest teacher-group process sessions within the school setting.

3. To give potential school drop-outs a chance to air their feelings and ideas about themselves and their relationship to the school, we proffer group process sessions involving them. It is hoped that this might be one means to keep alive their interest in school.

4. Personal Adjustment Group to aid students for whom school or college is an unsatisfying experience which is failing to meet their needs, or to which they are having difficulty in adapting.

5. Teacher groups to explore ways of revamping or standardizing curriculum to meet the needs of a preponderance of the students.

6. Group Tutorial Sessions involving those students experiencing academic difficulties pertaining to skill or attitude problems.

Lab 4

Parents

rientation for F.E.A. with parents for possibility of invoked sanctions. Publicize roposed school meetings through flyers, church announcement, news media, etc. for voluntar articipation.

Objective: To clarify position taken by F.E.A. Small groups (10-15) to discuss school problems at state and local level.

Purpose: Assist parents in interpreting their role in relation to students and total school movement.

Small parent groups for the process of integration, interracial, if possible.

Objective: To discuss school policies and the parents' role in smoothing the process of integration.

Other Task Group Assignments as are applicable.

Faculty

Faculty In-service training.

Objective: To explore the racial cultural values and promote self-acceptance and acceptance of others in order to maintain a good working relationship.

Programs to include professional consultants, buzz sessions, brainstorming, films and other pertinent audio visual aids. Exploratory tasks groups and/or Attitudinal Groups on a voluntary basis with outside leadership, if necessary. Suggested leaders including school psychologist, Guidance Supervisors or Coordinators, School or Social Case Workers, Mental Health Workers, Public Health and/or school nurses, Volunteer Community Services to include ministers, County Health or Private doctors.

Goal: To create an atmosphere conducive to the open expression of attitudes and feelings concerning teacher-teacher, and teacher-pupil relationships in desegregated schools.

Students

Student involvement in total school planning.

Objective: To provide meaningful experiences to enhance positive communications and understanding. (1) Buddy System - Consisting of 3-5 students of both races (2) Academic Committee - Consisting of principal, counselor, teacher and a representative student group of both races. (3) Dicsipline Committee - Composed of Coach, Counselor, principal, deans (for boys and girls) and a representative student group which may come from the Student Council or Student Governing Body.

Functions: To organize disciplinary guidelines, interpret and implement disciplinary measures. (4) Student Activities Committee - Director of Student Activities which may be a teacher, Principal or Assistant Principal, and Students elected by student body or an appointed representative group. (5) Group Counseling. (Self explanatory - see former text in Counseling). (6) Tutorial Sessions: Volunteer adults, college students or able school mates working in the areas of academic subject needs and/or test taking skills, etc.

Lab 5

1. Suggest to principals to contact Dan Lee in 404 Education, Florida State University for help in settling up desegregation workshops for teachers on a county-wide basis.

2. Have a group discussion by a group made up of president of student organizations concerning problems of desegregation.

3. Counselor work with faculty to relate their subject matter to the world of work so we can prevent "school pushouts."

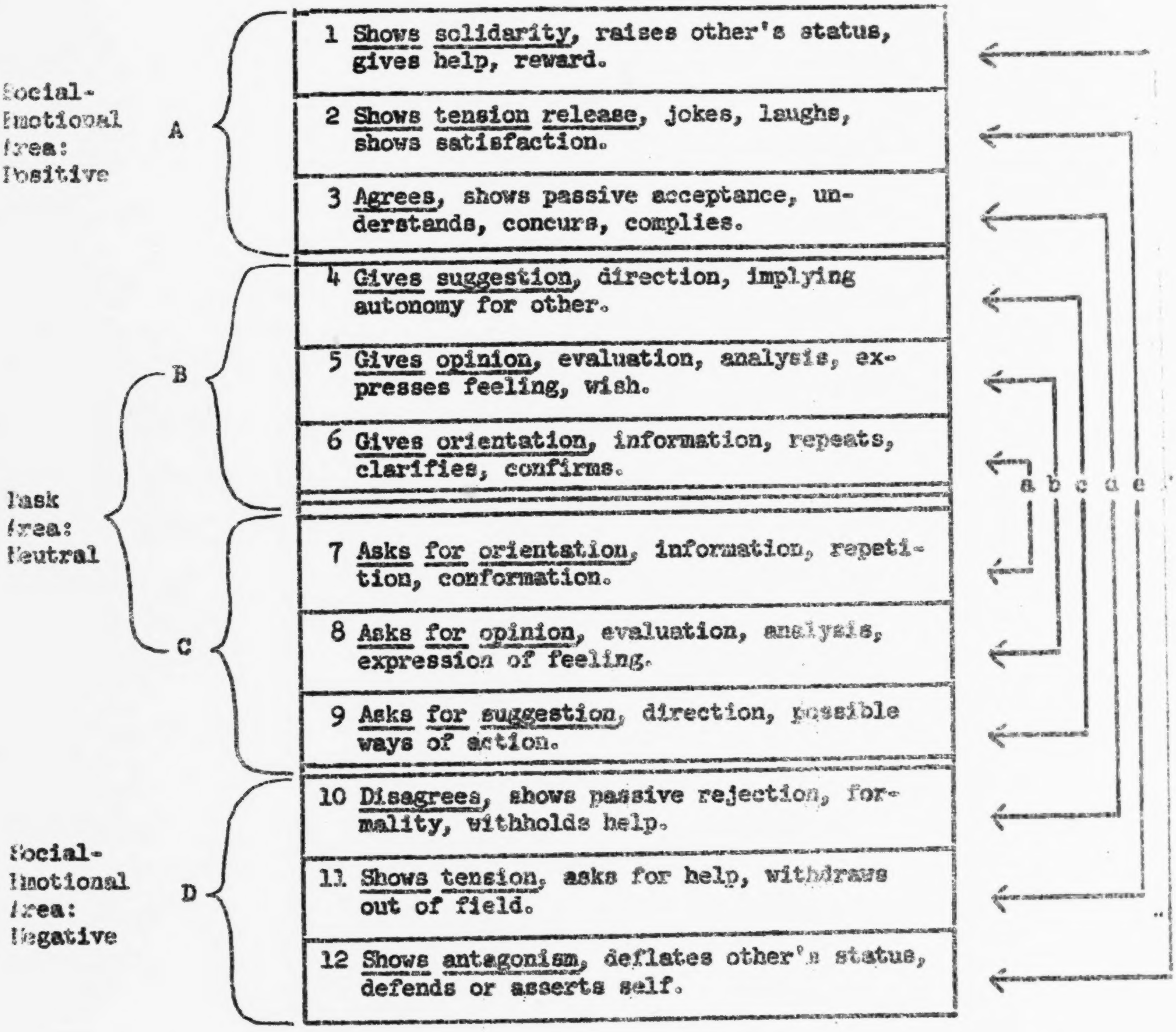
4. Set up within faculties a public relations committee.

5. Counselors work more closely with visiting teachers.

6. Work on in-service training.

7. Sell guidance programs through various means.

FIGURE 1. Bales' System of Observational Categories*


Social-Emotional Area: Positive
A
B
Task Area: Neutral
C
Social-Emotional Area: Negative
D
a b c d e

1 Shows solidarity, raises other's status, gives help, reward.

2 Shows tension release, jokes, laughs, shows satisfaction.

3 Agrees, shows passive acceptance, understands, concurs, complies.

4 Gives suggestion, direction, implying autonomy for other.

5 Gives opinion, evaluation, analysis, expresses feeling, wish.

6 Gives orientation, information, repeats, clarifies, confirms.

7 Asks for orientation, information, repetition, conformation.

8 Asks for opinion, evaluation, analysis, expression of feeling.

9 Asks for suggestion, direction, possible ways of action.

10 Disagrees, shows passive rejection, formality, withholds help.

11 Shows tension, asks for help, withdraws out of field.

12 Shows antagonism, deflates other's status, defends or asserts self.

KEY

a	Problems of Communication	d	Problems of Decision
b	Problems of Evaluation	e	Problems of Tension Reduction
c	Problems of Control	f	Problems of Reintegration
A	Positive Reactions	C	Questions
B	Attempted Answers	D	Negative Reactions

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* Robert F. Bales, *Interaction Process Analysis*, Cambridge: Addison-Wesley Press, 1950, p. 9.

Y

Guidelines for Observers

Evidences of involvement and/or emotion

I. Non-verbal expression

    A. Facial

        Eyes
        Smiles, frowns, etc.
        Other

    B. Bodily

        Feet
        Body posture or movement
        Hands
        Other

II. Verbal

    A. Tone

    B. Speed

    C. Intensity

    D. Volume

        etc.

Z

SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS

Department of Guidance and Counseling
College of Education
Florida State University

Questionnaire and Results

Statement: As a part of the desegregation Institute being held at Florida State University, we as a committee are engaged in gathering information concerning problems arising from the integration of high school athletic programs. To facilitate the completion of our project, we would appreciate your response to the following items. The short duration of this Institute requires your immediate response by July 10, 1967.

Factual Information

1. Your position ______________________________

2. Number of students ____________. White ________ Negro ________

   Number of teachers ____________. White ________ Negro ________

3. Grades included in your school ______________________________

4. Is your school: Urban ________ Rural ________

Questionnaire

1. Are your teams integrated? Yes 18 No 5

2. Did you play integrated teams? Yes 21 No 2

3. Was there a dissention on your teams among players because of integration?

   Yes 8 No 15

4. What was the major cause of dissention?

   A. Home base prejudiced.
   B. Resentment and jealousy.
   C. Some parents did not want children playing with Negroes.
   D. Fans from non-integrated schools.
   E. No comments.

5. What was the reaction of spectators?

   Home: A. Could denote no difference from prior years.
   B. Good (13).
   C. Negro players given great ovation when earned, received many.
   D. No problems.
   E. Very good.
   F. Indifferent
   G. General acceptance.
   H. Very little noticed.
   I. Mixed.

Away: A. Could denote no difference from prior years.
B. Negro players given great ovation when earned, received many.
C. Good (10).
D. Fair.
E. No problems.
F. Varied with communities.
G. Not so good.
H. Some disapproval.
I. Very good, except at non-integrated schools.
J. Very little notice.
K. Mixed.

6. Did your school delete athletic banquet, social events, etc. as a result of integration? No 22

7. Sports in which schools participated (check below). To what extent are ~~they~~ integrated?

		Yes	No			Yes	No
	Swimming		4		Track & Field	10	14
	Baseball	9	7		Basketball	15	8
	Football	18	5		Soccer		2
	Tennis	15	1		Golf		10

8. How is the won-loss record affected because of integration?

A. Was not affected.
B. Football - no. Basketball - yes.
C. We had our best over-all record in history, but doubt integration was the factor.
D. Team had a better record.
E. No effect (7).
F. Negligible in football, major effect on winning.
G. Probably improved.
H. Helped to improve.
I. Unknown.

9. Were academic requirements regarding eligibility changed due to integration?

Yes______ No 22

10. If team was not integrated, please give brief statement as to reason.

Community pressure None Student pressure None

Lack of ability More participation next year

11. If integrated, did you encounter any problems as a result? Yes 5 No 4

A. Only parents objected.
B. Some.
C. Some from outside schools.
D. Some players resented playing with Negroes.

What was the major problem you faced?

- A. Road trips, eating facilities (11).
- B. No major, many small ones.
- C. Parents objected.
- D. Whether or not to play a qualified Negro athlete.
- E. Spectator attitude.
- F. Integrated teams getting accepted.
- G. Failure of Negroes to participate.
- H. No comments.

How did you react to problems:

- A. Live with them.
- B. Took in stride.
- C. Followed policy of playing the best.
- D. Carried lunches.
- E. Talk to teams about conduct in how to behave as gentlemen at all times.
- F. Left decision to parents on participation.
- G. Dilligently and offensively.
- H. Talked to them.
- I. Encourage Negro students to go out.
- J. Told they would have to accept Negro players.
- K. It was my job.

Briefly, what were results?

- A. Got by remarkably well.
- B. All students continued to play.
- C. Acceptance.
- D. Over-all good attitude for all concerned.
- E. No serious involvements.
- F. Some talk, no action.
- G. Good people, got used to idea fast.
- H. More Negroes out for football and basketball.
- I. Players did accept Negro players.

12. Do you think continued integration of teams in your area will become harmonious and workable? (more (8) - same (7) - or less (1))

Why?
- A. If the ratio of color to white is not too high, it will work out.
- B. People resent this situation, but will live with it.
- C. We don't anticipate any problems.
- D. I can't see wherein integration has affected us.
- E. They have accepted.
- F. As ability is demonstrated, integration more accepted.
- G. It will require several years of education (not pressure) to gain acceptance.
- H. Closing Negro school.
- I. Because some schools we play are not strategically located as to integrated.
- J. We have no problems.
- K. Integration will be more when they join FHSA.
- L. Because of the relationship that exist between the two races in this area.
- M. Because high school students respect accomplishments and ability.
- N. People accept ability and performance.
- O. Token integration in teams is more acceptable, numbers alone bring on animosity.

13. How does integration affect athletic grants in your area? None (13)

14. Is your coaching staff integrated? Yes 3 No 19

If so, what have been the effects?
A. Very fine results.
B. Too soon to tell, but general acceptance of boys on coaches merits.

15. How has integration affected community contribution?

low - 3, no difference - 9, moderate - 1, none - 3.

Attenddnce? no - 8, help - 4, down - 1, none - 1.

Financial contributions? none - 9, dropped - 2, some - 2, low - 1.

Club and Civic Projects? none - 12, dropped - 1, same - 1.

Your prompt attention to this questionnaire will be appreciated.

Please use the remainder of this page for further comments.

A. We have had only one Negro on our Basketball and one on football, however, others came out, and they either quit on their own or could not make the team. Our athletics have not been effected by these boys, they will help our program if they stay out for the different teams.

I think the credit should go to the other boys on the different teams.

B. Allowed to integrate gradually and without undue pressure from outside sources I believe that this process will work. Too much pressure for speed in integration will make for a multitude of problems that in the long run will destroy the progress already made.

C. We have been integrated 5 years and I feel that as more and more students participate in the school activities they will be accepted, regardless of race.

It will take time before all students, (both races) accept the situation but I believe the majority of both races are trying to do a good job.

D. The greatest problem is people making ugly and unreasonable remarks to all concerned.

E. The school I attended accepted integration right off and we didn't encounter any difference during the two years I attended school there. Thank you for asking for my opinion.

F. The two Negro boys on the Basketball team were 2 of the 3 whose grades I did not have to be concerned about.

If all schools were integrated I believe the attitude of some schools would change.

G. We have experienced no problems arising from the integration of our athletic program.

We are a small rural school with a total enrollment of 290. Of that number only 15 are Negro. The oldest Negro boy is an 8th grader and is a little young for our inter-scholastic teams.

We played several teams with Negro members and experienced no difficulty.

Z_1

BASIC PERSONAL ENCOUNTER GROUPS

The purpose of a Basic Personal Encounter Group is to provide an opportunity for personal growth and improved interpersonal relationships through group exchange of ideas, feelings and attitudes. Basic Personal Encounter Groups offer a unique occasion to share questions on values, individual needs and other aspects of affective behavior important in counseling, teaching, administration or personnal work. The primary aim is to develop greater insight into one's self as well as to increase one's poise in personal contact experiences with others. It is not assured that all group members have serious concerns with which the group can be of assistance. It is assumed, however, that many individuals can be helped to a degree by having the opportunity to express themselves in a group atmosphere of acceptance and understanding.

The basic medium through which the above purposes are accomplished is that of a loosely structured discussion centered around topics of individual or mutual interest to the group, generally on some aspect of interpersonal relationships. Such a discussion does not follow intellectual or theoretical lines but presumably is related to the emotional concerns of one or more members of the group. Similarly, group members are responsible for initiating questions related to personal growth and for limiting conversation, in general, to matters pertinent to these feelings or attitudes. It is helpful also if topics or feelings discussed are of personal concern to someone in the group rather than of interest only as an abstract or academic issue.

The assumptions underlying Basic Personal Encounter Groups are several. It is a generally accepted psychological principle that the greater the degree of self understanding and acceptance one has the greater one's acceptance of, and insight into, the emotional needs of others. If counselors and others involved in human interaction roles are to be sensitive to and assist others in modifying personal behavior they must constantly be aware of the importance of feelings in their own actions. Can students or counselees be expected to express their feelings if teachers or counselors are unwilling to discuss their own attitudes?

The question of confidentiality may be a matter of concern. By common agreement, group members should be aware of their responsibility for treating all group experiences as confidential. No group member should feel compelled to divulge any deep concerns. Sharing should be voluntary on the assumption that group perspectives will result in greater individual self acceptance and understanding of a particular problem. Group members should seek to establish a climate wherein any member feels quite comfortable in discussing various aspects of his interpersonal relationships. Rather than attempting to elicit personal concerns from others, each member should set an example of voluntary involvement. The focus of Basic Personal Encounter Groups is not upon problems but rather on the opportunity to improve one's perception of himself through feeling level interactions with others.

Over a period of years, an evaluation of Basic Personal Encounter Groups has produced several suggestions for those participating in such groups. These are phrased as questions which individuals may wish to ask of themselves (or the group) at intervals.

1. Are my comments indicative of my feelings?
2. Am I willing to express my attitudes about myself?
3. Do I allow the person speaking the freedom to fully explore his emotional concerns?
4. How am I helping a speaker to learn more about himself?
5. Do I fully accept the person speaking?
6. How does this conversation (subject matter, content) relate to me, personally?
7. Have I genuine concerns with which the group might be of some help?
8. Am I willing to ask questions about others' perceptions of my strengths and weaknesses?
9. How do I increase total group participation?
10. Am I being sensitive to the feelings, attached to the words being spoken?
11. Do I emphasize intellectual topics to the exclusion of matters of personal concern to group members?
12. Am I aware of conversations predominantly intellectual in content?
13. Do I take any responsibility for keeping the group on a "feeling" level?
14. Am I more interested in defending my own position (debating an intellectual issue) or in permitting someone to express himself at the feeling level?
15. Do I expect others to participate when I make little or no effort to share feelings?
16. Do I dominate the discussion without letting others express themselves adequately?
17. Am I a good listener?
18. Do I help others to feel accepted?

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BASIC PERSONAL ENCOUNTER GROUPS

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Z2

SPECIAL DESEGREGATION TRAINING INSTITUTE

Basic Personal Encounter Groups I, II, III, IV
(Room Assignments are Temporary)

Dr. Ferguson III Rm 305

1. Mrs. Zera Denson
2. Mrs. Alice M. Jackson
3. Mr. John Heath
4. Mr. Norman Britt
5. Mrs. Ruth Mitchell
6. Mrs. Margaret Mugharbel
7. Mr. Elbert Sheppard

Dr. Chick I Rm 309E

1. Mrs. Charlotte Griffin
2. Mrs. Helen T. Diamond
3. Mrs. Dorothy Smith
4. Mr. George Iles
5. Mr. Bob Green
6. Mr. William Harding
7. Mrs. Marvalene Styles
8.

Dr. Cottingham (Leckerman) II Rm 216
(or other available)

1. Mrs. Thelma B. Swilley
2. Mrs. Dollie Franklin
3. Mrs. Marjorie Leavins
4. Mr. Jake Till
5. Mrs. Ruby Peeples
6. Mr. Nick Nims
7. Mr. Ray Horne
8. Mrs. Eva P. Woodman

Dr. Cottingman (Barefield) IV
Rm 309E

1. Mrs. Eva Butler
2. Mrs. Katharine McDevitt
3. Mrs. Kaye Wilburn
4. Mrs. LaVerne Torrence
5. Mr. Fredrick Milton
6. Mr. John Sherlock
7. Mr. James Scarborough

Groups I, II, III meet 1:30 - 3:00 M - F

Group IV meets 3:30 - 5:00 T - Th

Z_3

Department of Guidance and Counseling
College of Education
Florida State University

Cordially Invites you to hear -

Mrs. Margaret Anderson
Counselor
Clinton High School
Clinton, Tennessee

Author: "The Children of the South"
(A Teacher's Moving Account of the Impact of School Desegregation)

Title: "Feelings and Integration"

Time: 7:30 P.M.

Place: Tallahassee Federal Savings and Loan Association
Auditorium (440 N. Monroe Street)

Date: July 17, 1967

Social Hour Follows

Greater Informational Network Signalling:

SPEAK YOUR PIECE!

NAME YOUR POISON!

CALL THE SHOT!

What is Your Pleasure?

STATE your mind
(you do Moe me ?)

Your friendly Social Committee, in its sole commitment--TO SERVE YOU (ahem!) would like to know your tastes (hi-fi, progressive jazz! detective stories! hamburgers! blondes! hot cars! fast ?) Our Institute life is brief. We must plan the recreation; the work schedule is in good hands--Uncle and Mr. Chick (She's one-up on us, she swung that fine picnic. Some bash, eh?)

Remember we need feed-back!

Here are some ticklers!

CAST YOUR VOTE

Yes____ No____ Number_______

BANQUET (Finale)

Time: Thursday (last week) P.M. FSU Union, A & M Union (Good chow), Hotel Duval, Holiday Inn, Silver Slipper??? Wet or dry? Financial outlay(per person) Institute Members and next o' kin (no children).

Dinner/MC/Skit/etc., etc.

Bikinis Allowed (Male & Female)

COOKOUT & SWIM

Private pool and patio.

Hamburgers - group singing - bring your guitar!

A la the old saying: music and singing, dancing all around.

Yes____ No____ Number_______

DEEP SEA FISHING TRIP

Good for landlubbers!

Charter Boat - Panama City? Panacea? Carrabelle? Cost will be investigated.

Yes____ No____ Number_______

A REPEAT ON PICNIC Yes_____ No_____ Number_____

TOUR? You name it! Yes_____ No_____ Number_____

Your Suggestion? _______________________________

SPECIAL! SPECIAL! SPECIAL!

A weekly Happy Hour (Soft drinks and _____)

Say Wed. P.M. Hours? How Long?

Yes_____ No_____ Evening_____ Where_____

See you at the melon slop - up

(Dr. Smith's Institute tour to sample local kul-cha)

Cool it! Kill it! -30-

Z5

Desegregation Training Institute for Counselors

Florida State University
Summer 1967

Participant Evaluation of the Institute
General

1. When I think of this Institute, I - am thankful for having the opportunity to participate. I am amazed that in the span of seven weeks fifteen Caucasian and fifteen Negro counselors, all strangers to each other, were individually able to develop, interact, and grow into an outstanding, warm, and meaningful group who could honestly share attitudes concerning desegregation. In thinking back over the institute there is one outstanding thing that I ponder though. It is how I can apply my newly acquired, interpersonal, bi-racial relationships and vast array of knowledge and skills to myself as a counselor in my home community school. Right now I am optimistic, but only time will tell whether I can.

2. In terms of my previous experience, the Institute - to many of the participants was unique in that it was the first time they had "experienced integration as a reality." A broader understanding of group dynamics and a new sense of bi-racial comfortableness and openness were experienced by all the participants as we corroborated our personal feelings and attitudes regarding desegregation.

3. The readings assigned - were relevant, interesting, and current. Thus, they helped in broadening our frames of reference and opened up avenues of interest which will lead to continued reading in the future. Since the lists were so extensive, however, there was not enough time to cover them all. An endeavor to do so took up time which might have been beneficially used for more personal contact and communication.

4. The others in the Institute - were concerned that desegregation be accomplished in "spirit" as well as in "body." All were frank, sincere, cooperative, and friendly. The unique group which developed seemed to be ideal.

5. The faculty treated me as though - I were an important individual with worth and dignity. They were interested in me as a person, a student, and a counselor. Within this context, warm, helpful, and friendly relationships developed.

6. As a result of participating in this Institute, I - feel closer to people in general and am confident that desegregation can be a reality. I also feel better able to institute desegregation at my local school and community level.

7. The most unfair aspect of the Institute was - that tangible results had to be demonstrated in the form of tests and grades to determine progress and growth that was of an attitudinal and emotional nature. This created unnecessary pressure and a crowded, formal schedule of academic activities.

8. The thing I especially disliked about the instructors was - truly nothing when considering them as a whole faculty. When considering them individually, there were some I liked more than others; but this is both personal and human.

9. The biggest wastes of time were - the long coffee breaks in the morning and the excessive amount of time devoted to the group processes class.

10. The sessions most interesting to me were - the race and culture class, the basic encounter groups, the race relations seminar and the films shown in the integrative seminar.

11. The things I especially liked about the instructors were - their basic sense of fairness, their permissiveness, their approachability, their tolerance with each participant, their knowledge of subject matter, and their sincerity in the purpose and goals of the institute.

12. If I had known what this Institute was going to be like, I would have - been more anxious to apply for admission. I would also have done more advanced reading in the areas to be covered.

13. In regard to guidance in my school - the problem that still bothers me is - whether I can effectively implement what I have learned for the benefit of our entire school program. I wonder whether I will be fully accepted.

14. The guidance problem that I was most concerned with and that I received the most help on in the Institute was - understanding my own attitudes so that I can now attempt to understand others. I think I can now sincerely see students as individuals and not as Caucasian or Negro. I further believe that I have learned how to build relationships between and among groups. This too I needed in order to feel confident as a counselor in any school and especially in a desegregated one.

15. When I think of the other members of the class, I - think of them as twenty-nine new, lifelong friends and fellow workers who have enriched my frame of reference concerning desegregation. Because of them, I feel hopeful and indeed optimistic concerning the matter of desegregation in schools and in general American life.

16. To improve future Institutes, I would suggest that - more social interaction be initiated and encouraged and less time be taken for formal classroom instruction.

17. My attitude toward FSU education courses is - on a continuum from good to poor depending on the course and instructor. From what I know and have seen, I would say that their reading requirements are heavy and that a high quality of work is expected. My negative criticism is that intellectualism seems to be emphasized over and above practical solutions to immediate problems.

18. My biggest problem in the Institute was - reading all that was required. Beyond this, it was trying to honestly accept all of the participants and realizing that both races represented were quite similar in feelings, desires and abilities.

19. When I thought about going to class, I generally - looked to them with anticipation. In most of them, I looked forward to exposure to a new morsel of information and the sharing of a life experience of someone. These I feel have helped me as a counselor.

20. The field trips were - a highlight of the institute for some participants and a waste of time for others. In general, they were well suited to the purpose of the institute and crystallized many points made in the classes. They were also well planned, except that the buses were not air-conditioned.

21. The booklets, pamphlets and materials available to me were - worthwhile and helpful. In quality and vastness they were excellent, but in supply they were often unfortunately limited.

22. The films were - often dramatic, emotional, and one-sided, but at the same time, they were thought-provoking. They made us examine our own attitudes and feelings.

23. The consultants invited to the Institute - were valuable additions to the institute. Most were dynamic, interesting, well versed in their areas, and well prepared for their talks.

24. The textbooks were - well selected in keeping with the purpose of the institute, but were sometimes repetitious.

25. The director of the Institute - was direct, honest, vivacious, and amiable. She seemed interested in each individual participant and displayed every effort to satisfy the group. She kept things moving while also well organized. She is to be commended for a fine institute in which flexibility was a reality.

26. The physical facilities were - very good after the group process and observation rooms were completed. It was unfortunate that they were not ready at the very beginning of the institute.

27. The social activities were - well planned and enjoyable. Informality was their beneficial keynote. The one expressed regret was that there were too few.

28. The Basic Personal Encounter Groups were - the stimulating highlight of the institute for most of the participants. It was here that there was a chance to honestly come to grips with the vital issues of the institute, to express one's views, to find one's self, and to make progress in understanding others.

29. The Integrative Seminars - moved slowly at times but were informative and useful as a total group sharing.

30. The course in Sociology: Race and Culture - was almost unanimously considered to be the most enlightening, realistic, practical, and entertaining course ever experienced in the area. The instructor was skilled in tactfully approaching sensitive situations. His genuine enthusiasm was assimilated by the members of the class.

31. The course in Interracial Group Processes - provided a great deal of theoretical and practical experiences in group processes which can be used effectively to aid in the solution of problems related to desegregation. Perhaps even more could have been gained if the lectures had been more dynamic.

32. The greatest overall value of this desegregation Institute to me, personally, was - my becoming tolerant of myself and others. I had the opportunity to air my own racial attitudes and to get to know myself better. Since each participate did this, I was also able to get to know others as well. Knowing each other, we were able to discuss our racial differences, grievances, and concerns and to seek possible solutions to them in light of the desegregation process.

33. The extent to which I felt the participants in this Institute were actively interested and involved - could be summed up as "quite adequate." Enthusiasm, deep involvement, frustration, and boredom were all evidenced both in and out of the classroom. All of these show "interest and involvements" in some way.

34. If another Institute of this type were held, I - would apply for it as I would like to be personally involved. I would further inform and invite some of my co-workers to apply.

35. My real feelings about desegregation are - that it is inevitable, wholesome, and educationally and socially sound; however, it may take some time in coming about. Nevertheless, I am now dedicated to its achievement. I feel it is the only way America can approach her democratic ideals.

36. The way to have a smooth desegregation process is to - encourage the meeting of both races so as to open a line of communication and understanding between them. Administrators, teachers, and parents must be included in the "meeting of the races" as well as students. They must be provided with the opportunity to know one another and to discuss their feelings. All must elaborate on understanding individual human behavior rather than "race behavior." Only then can plans be rationally formulated for the solution to problems involved in desegregation.

37. I believe that when large numbers of Negro and Caucasian boys and girls go to school side by side for the first time - they will be somewhat tense, curious, anxious, and perhaps even skeptical of one another in many local situations. I feel, though, that it will provide a new positive learning experience especially if the administration and school personnel's attitude is accepting. The children will soon realize that they are so much alike that color differences do not matter.

38. When I return to school in the fall - to a desegregated school, I intend to - try to implement the techniques and knowledge that I have obtained during this institute. I will work actively in assisting the harmonious meeting of Caucasians and Negroes, pushing for a total desegregation in all school activities.

39. In contrast to when I entered this Institute, my feeling towards the opposite race - has been changed somewhat. I have enlarged my background of information and personal contact. Because of this, I am more open, sensitive, and relaxed in dealing with members of another race. I realized that race is no barrier to relationship or friendship. I now sincerely believe that all peoples are basically good.

40. I believe the future of desegregation - is encouraging. I believe its future now lies in the ability of mankind to understand himself, and to alter his attitudes after he also becomes sensitive to the feelings of others. I believe this is now coming about in America, and that in the years to come there will be fewer problems in the process of desegregation. "The road has been opened. It now only needs smoothed and paved."

In order to adequately provide for future Institutes we are asking you to react to the following:

1. In terms of your needs, how well did the institute provide information through:

	VERY HELPFUL	HELPFUL	OF LITTLE HELP
a. printed matter	17	11	
b. individual speakers	14	14	
c. group discussions	16	12	
d. informal discussions	18	10	
e. faculty lecturers	15	13	

2. In terms of your expectations, how much information did you receive from each source:

	ADEQUATE	SOME	LITTLE
a. printed matter	22	6	
b. individual speakers	17	9	1
c. group discussions	18	9	
d. informal discussions	23	6	
e. faculty lecturers	18	8	1

3. In terms of your needs, to what extent did the institute help you to understand the problems of school desegregation:

PARTICULARLY HELPFUL	HELPFUL	LITTLE HELP
16	12	

4. In terms of your needs, how much has the institute increased your competence in meeting the problems of desegregation:

GREATLY	MODERATELY	SLIGHTLY
17	11	

5. My overall rating of the Institute is ______________________________

6. My grades should be: Sociology: ____________

Group Processes: ____________

Seminar: ____________

Z6

Special Desegregation Training Institute
for Counselors
College of Education
Florida State University

Participant:________________________________ Date:____________________

Address:____________________________ Telephone Number:________________

I will be able to attend the workshop ___________

I would like you to make a motel reservation for me at the Southernaire Motel for the following:

____________ 2 people - Double room - 2 beds $12.50

____________ 1 person - single room - 1 bed $ 7.50

10 11 12 December (circle dates)

Reservations will be confirmed in writing directly to you.

I do not need a motel reservation or prefer to make my own ____________.

The kinds of activities I would like to participate in at the workshop include the following ideas: ____

Z7

PROGRAM

Post Evaluation Workshop

SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS
Under the Provisions of Title IV, Section 404
Public Law 88-352 - The Civil Rights Act - 1964

MONDAY

DECEMBER 11, 1967

8:30 - 9:30	Opening Session - General Remarks Institute Staff - Room 346 - University Union
9:30 - 10:00	Coffee and friendship
10:00 - 11:45	General Sharing Session of Current Year School Experiences in Desegregation Institute Faculty
12:00 - 1:15	Group Dutch Treat Luncheon Howard Johnson's - West Tennessee
1:15 - 3:15	Dr. C. U. Smith - A Group Review and Analysis
3:30 - 4:30	Dr. Frank W. Banghart, Professor, Director of Educational Systems Development Center, F.S.U. - "Rights and Responsibilities of Desegregation"

TUESDAY

DECEMBER 12, 1967

8:30 - 10:00	Interracial Group Processes - Practical Application of Institute Skills - Review and Analysis - Dr. Marie Ferguson and Mrs. Nancy Standley. (Rooms 346, 334, and 352 reserved).
10:00 - 10:30	Coffee Break

10:30 - 12:00	Research and Testing - Mr. George Ralph
12:00 - 1:15	Lunch at place of your choice
1:15 - 3:15	Dr. C. U. Smith - Group Review and Analysis
4:00 - 5:00	Christmas Coffee and Social Department of Guidance and Counseling 201 Education

WEDNESDAY

DECEMBER 13, 1967

Leon Room - University Union

8:30 - 10:00	Dr. Simon Gonzales, Director, International Education, College of Education "Encouraging Change"
10:00 - 10:30	Coffee Break
10:30 - 12:00	Basic Personal Encounter Groups Dr. Chick, Dr. Ferguson, Mrs. Standley, Mr. Barfield (Rooms to be announced)
12:15 - 1:30	Group Dutch Treat Luncheon Lafayette Room - University Union
1:30 - 3:00	"A Summing Up" - Institute Staff and Participants